



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
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Application stamp-in date and time

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Grant Information

Grant Period 04/13/2018 to 06/30/2019

Program Authority P.L. 114-95, ESSA, Title II, Part A

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name North East ISD CDN or Vendor ID 015910 ESC # 20 Campus # DUNS # 076923283

Address 8961 Tesoro Drive City San Antonio ZIP 78217 Phone 210.407.0549

Primary Contact Dr. Sean Maika - Assistant Superintendent Email smaika@neisd.net

Secondary Contact Dr. Donna Newman - Associate Superintendent Email dnewma@neisd.net

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title Daniel Villarreal/CFO Signature [Signature] Date 3/9/18

Grant Writer Name Deborah Caldwell Signature [Signature] Date 3/9/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-038

RFA # 701-18-105 SAS # 276-18

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
NEISD lacks a pipeline of Title I ready administrators. Of current assistant principals, 40.6% have no Title I experience as a teacher/administrator.	The NEISD Principal Preparation Program will create a pipeline of principal candidates with Title I experience by placing the residents at Title I campuses to teach and complete a year of residency under a mentor principal.
Of teachers in Title I campuses, 31% have master's degrees as the highest degree held compared to the district rate of 34%.	The NEISD Principal Preparation Program will require residents to teach at selected Title I campuses while completing their master's program during the 2018-2019 school year. Additionally, residents will be asked to commit to remain at the campus for the 2019-2020 school year.
The rate of Hispanic/Latino Principals (24.3%) and Hispanic/Latino Assistant Principals (42.1%) does not mirror the student population (59.5%).	The recruitment process and selection criteria for the NEISD Principal Preparation Program will target underrepresented populations in principal and assistant principal roles.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of the NEISD Principal Preparation Program is to increase the number of strong, highly qualified candidates who are ready to assume assistant principal or principal positions at Title I schools in the District. The project requires the involvement of teachers willing to teach at a Title I school in NEISD for at least two years, complete a master's program at University of Texas at San Antonio (UTSA), and work to attain their principal credential. While authentic Title I teaching experience is relevant to improve student outcomes at Title I schools, such experience would be valuable at any campus. The NEISD Principal Preparation Program increases the strength of principal candidates by: 1) offering at least two years of Title I teaching experience; 2) providing a one-year residence and Title I principal mentor; and 3) supporting participants in the pursuit of a Master of Education Degree in Educational Leadership & Policy Studies and principal certification.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

The following first quarter milestones to measure progress will be reached between April 13, 2018 -- August 31, 2018:
 1) recruit highly qualified and diverse candidates for the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS)—Cohort 4 program and NEISD Principal Preparation Program; 2) record number of applicants and demographic information of applicants; 3) select highly qualified residents and record demographic information of residents; 4) administer a pre-survey to residents to capture expectations of program and mentor principals; 5) attend the required Principal Preparation Summer Institute; 6) assign residents to the Title I campuses of their mentor principals; 7) collaborate with IHE on authentic experiences for School Improvement (capstone) project for residents; 8) identify IHE field supervisor and schedule training; 9) send mentor principals to site supervisor training; and 10) send residents to IHE student orientation; and 11) begin UTSA-NEISD ALPS coursework.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The following second quarter milestones to measure progress will be reached between September 1, 2018 -- January 31, 2019: 1) plan, finalize and begin to execute School Improvement project with residents under direction of IHE and mentor principal; 2) administer self-reflection assessment tool to residents; 3) conduct three on-site authentic school experiences for residents with mentor principal; 4) conduct three in-person coaching visits for residents with IHE field supervisor; 5) complete Advancing Educational Leadership (AEL) and Texas Teacher Evaluation Support System (T-TESS) certification process for residents (through EDL 6013); 6) attend TASA Midwinter Conference (residents and mentor principals); and 7) continue UTSA-NEISD ALPS coursework.

Third-Quarter Benchmark:

The following third quarter milestones to measure progress will be reached between February 1, 2019 -- June 30, 2019: 1) complete School Improvement project and residents present results to campus and district leaders; 2) conduct two on-site authentic school experiences for residents with mentor principal; 3) conduct two in-person coaching visits for residents with IHE field supervisor; 4) evaluate residents under T-TESS as classroom teachers; 5) evaluate residents under T-PESS selected leadership indicators; 6) continue UTSA-NEISD ALPS coursework; 7) administer post-survey to residents to monitor effectiveness of program and mentor principals; 8) monitor residents' completion rates of the one-year residence and masters' program; 9) monitor residents' certification test scores (after the grant period); and 10) monitor post-residency placement after residents complete the master's program and principal certification process (after the grant period).

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Attainment of a strong, highly qualified cohort of future Title I campus leaders will be evident by adhering to the NEISD Principal Preparation Program's three measures: two years of Title I teaching experience, master's degree, and principal certification. By completing these three achievable and measurable tasks, the program will effectively recruit and train eight individuals for campus leadership positions in Title I schools. In addition, the NEISD Principal Preparation Program will require residents to achieve performance of "Developing" or higher on selected leadership elements from the T-PESS system. This is an effective metric to integrate the residents' knowledge and experiential growth resulting from classroom experience, on-campus mentorship, local committees/needs assessments, and student outcomes -- all within the context of a Title I campus environment.

Another way to measure success of the NEISD Principal Preparation Program will be to approach parity between the race/ethnic composition of the NEISD student body and the NEISD campus leadership. This project aims to increase the credentials of staff on Title I campuses, but prioritizes inclusion of underrepresented race/ethnic groups. Striving for inclusion would enhance social equity, provide role models to students, and ensure that more of our future principals reflect our student enrollment. In total, there are 161 teachers at NEISD with a bachelor's degree and no master's degree. Of this pool of candidates, 114 are from underrepresented race/ethnic origins or ancestry. With only eight spaces for residents in the NEISD Principal Preparation Program, we expect to have strong applicants and a high likelihood of completion. Considering these factors, the goal of increasing the pool of highly qualified candidates for campus leadership positions at Title I schools by the end of 2019 is achievable and realistic.

The Assistant Superintendent of Instruction and Campus Administration will monitor the project milestones through regular meetings with mentor principals, IHE representatives and NEISD Performance and Planning Department staff. These individuals will form the project evaluation team. The intent of these stakeholder meetings is to assess the program, identify modifications needed to meet the goal, develop an improvement plan, and implement the plan for sustainability.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The NEISD Principal Preparation Program is an exciting opportunity to build capacity for Title I campus leadership. North East ISD, located in San Antonio, is a diverse school district encompassing both affluent and high poverty communities. The District's 68 campuses range from a low of 7 percent economically disadvantaged student population to a high of 92 percent economically disadvantaged student population. As a result of this diversity, NEISD has a large group of teachers and administrators without Title I experience, which creates a challenge in filling positions at Title I campuses with strong, high quality staff. The District has a total of 24 Title I campuses, about 35 percent of its schools. Of the current 138 assistant principals in NEISD, only 56 (40.6 percent) have experience as a teacher or administrator in a Title I campus.

The intent of the NEISD Principal Preparation Program is to provide authentic experiences in Title I school settings to address a hard-to-fill area of developing and hiring high quality Title I administrators. The selected residents will be expected to complete the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS)—Cohort 4 program through the University of Texas at San Antonio to obtain a master's degree while also engaging in a hands-on learning residence under the direction of a Title I mentor principal.

The expectation is that the NEISD Principal Preparation Program resident will teach at the Title I campus led by his/her principal mentor while completing his/her master's program and residence during the 2018-2019 school year. Additionally, the resident will be expected to continue teaching at the Title I campus during the 2019-2020 school year. There are numerous advantages of requiring the resident to teach at the same campus as the mentor, including frequency of contact and ongoing coaching in addition to the designated five visits. As a teacher of record on the campus, the resident will also have opportunities to build relationships and collaborate with other Title I teachers to improve student outcomes. The combination of the on-site Title I residence and university coursework makes the NEISD Principal Preparation Program unique from other principal preparation programs in the San Antonio area.

The clinical learning components of the NEISD Principal Preparation Program residence experience will include:

- 1) conducting a campus needs assessment in collaboration with the principal -- this endeavor will uncover problems and challenges that need to be addressed to improve instructional practice, student achievement, and/or the school culture;
- 2) analyzing student performance data -- this process will teach the resident to conduct a root cause analysis to help identify trends and needed resources;
- 3) developing solutions for an identified problem of practice -- this action will provide substantial leadership experience in resolving a significant problem/challenge that influences practice and student learning outcomes;
- 4) leading a campus committee -- this activity will enable the resident to facilitate stakeholders' efforts to collaborate on and address a campus need;
- 5) leading a faculty meeting -- this experience will allow the resident to practice the delivery of professional development to fellow teachers; and
- 6) planning, completing, and executing a School Improvement project under the joint supervision of NEISD and UTSA.

The residents will spend five days out of the classroom to shadow their mentor principals and receive coaching in an authentic Title I school setting. Residents will also attend listening sessions with community organizations that have experience working with at-risk students in Title I settings, and tour neighborhoods feeding into their Title I campuses.

In addition to the experiences listed above, the residents will also be completing the coursework and field experience required under the UTSA-NEISD ALPS—Cohort 4 program. This is a 36 semester credit hour program that leads to the Master of Education Degree in Educational Leadership & Policy Studies (EDL concentration) and enables eligibility to take the examination(s) for Texas Principal Certification. They will also receive five coaching visits from the IHE field supervisor.

The UTSA-NEISD ALPS—Cohort 4 program is only open to qualified applicants who work in the NEISD.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

NEISD principals will provide teacher recommendations for the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS)—Cohort 4 program with the University of Texas at San Antonio. The recommendations will be based on evaluations, student achievement, on-campus leadership, Title I experience, peer feedback and growth mindset. The intent is to create a cohort of about 25 teachers, eight of whom also will be residents under the NEISD Principal Preparation Program.

As this is a special accelerated program, individuals are selected for the UTSA-NEISD ALPS—Cohort 4 through a process above the regular admissions criteria for the M.Ed program. Specifically, the admissions criteria for the UTSA-NEISD ALPS—Cohort 4 program include: 1) conferral of a baccalaureate degree; 2) a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level work taken; 3) a statement of purpose; 4) one letter of recommendation; and 5) a resume highlighting relevant work experience.

In addition to the UTSA-NEISD ALPS—Cohort 4, individuals may also apply to participate as residents in the NEISD Principal Preparation Program. The selection process for the eight residents will include all elements previously mentioned for UTSA as well as additional criteria related to candidate diversity and performance during a screening interview and a situational interview with District leadership. The interview committees will include mentor principals and district leaders.

Information sessions will be conducted by UTSA in Spring 2018 for potential applicants to the UTSA-NEISD ALPS—Cohort 4 program, which will include information about the pending grant application and potential for the residence program. If awarded the grant, a separate application will be provided for the NEISD Principal Preparation Program.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

NEISD will partner with the University of Texas at San Antonio to provide the NEISD Principal Preparation Program. NEISD and UTSA have had a longstanding relationship through a master's cohort program that began in 2011. The NEISD Principal Preparation Program will be a subset of the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS)—Cohort 4 program. Residents will be in both the UTSA master's cohort and the NEISD Principal Preparation Program.

The UTSA-NEISD ALPS—Cohort 4 program provides 36 semester credit hours of instruction and experience over a 16-month period, leading to the M.Ed. in Educational Leadership & Policy Studies and enabling eligibility to take the examination(s) for Texas Principal Certification exam. The in-class portions of the UTSA-NEISD ALPS program are held at the NEISD administrative offices for the convenience of participants. The coursework covers research design, introduction to school finance, school/community relations, human relations, principal leadership, special programs and administration, models of teaching and learning, instructional supervision, interpersonal skills, legal foundations, cultural and economic issues, and a two-semester practicum. The scope and sequence of the program is as follows: Fall 2018 (8/25/18--12/5/18) includes EDL 6013, EDL 5003, and EDU 5003; Spring 2019 (1/16/19--5/1/19) includes EDU 6223, EDL 5203, EDL 5503, and EDL 6941; Summer 2019 (5/15/19 -- 6/18/19) includes: EDL 5403 and EDL 5703. (Note: only those summer courses that conclude before June 30, 2019 were listed to coincide with the grant project period; four additional courses remain after the grant program ends.) Included among the textbooks (see course syllabi for full list) are: "School leadership & administration: Important concepts, case studies, & simulations"; "Quantitative research methods for professionals"; "Studying your own school: An educator's guide to qualitative practitioner research"; "What Every Principal Needs to Know to Create Equitable and Excellent Schools"; "Using Equity Audits to Create Equitable and Excellent Schools"; "The educator's guide to Texas school law"; "Pedagogy of the Oppressed"; and "The fourth way: The inspiring future for educational change."

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

UTSA engages in a continual process of assessment and improvement. Student learning outcomes (SLOs) and assessments are mapped to the state principal standards, as illustrated in the attached evaluation and process metrics document. The university assesses the SLOs at both the program level and course level each semester. For example, UTSA will evaluate if the student understands the relationship of educational leadership to equity through a specific assignment within the course EDL 5403 the principalship. The specific evaluation process and metrics is included in the required program-related attachments. In addition, UTSA instructors will use course-specific metrics including portfolios, written assignments assessed by rubrics, reflective journals, digital story videos, equity audits, PLC action plans and more traditional quizzes and examinations.

At the program level, UTSA evaluates students across multiple SLOs through the rating of the capstone project, known as the School Improvement project. This project begins in the first semester and continues across multiple classes, culminating as part of the practicum experience. UTSA also evaluates the program in a summative form through students' performance on the state licensure exam. After every two cycles of data collection, the faculty engages in a "Use of Results" meeting to determine future curricular and instructional actions for program improvement.

UTSA's instructional coaching follows a pattern where the coach is actively engaged in listening and guiding the student toward self-direction and reflection. Instructional protocols involve: 1) self-assessment that includes an overview of the TEA Principal Standards; 2) instructional coaching session to discuss upcoming campus visits; and goal-setting and planning.

Feedback to students is provided through the IHE field supervisor who will provide on-site coaching visits. The focus of the coaching centers around: 1) student's self-assessment and identified needs; 2) specific high-impact competencies identified in the position standards; 3) the progression of performance toward these standards; and 4) goal-setting and professional development. A total of five on-site coaching visits will be made by the IHE field supervisor, who will also be in regular contact with the mentor principal to review his/her coaching sessions with the NEISD Principal Preparation Program residents. Together, the IHE field supervisor and mentor principal can consult on appropriate action steps for the resident. The coaching protocol is available as an attachment.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Personnel -- Stipend for mentor principals	8,000
2. Personnel -- Fringe for corresponding stipends for mentor principals	920
3. Personnel -- Stipend for residents	8,000
4. Personnel -- Fringe for corresponding stipends for residents	920
5. Personnel -- Substitutes for residents	5,215
6. Personnel -- Fringe for corresponding substitute costs	399
7. Travel -- TEA Principal Preparation Summer Institute (required)	12,328
8. Travel -- Professional Development	6,832
9. Contracted Services -- University of Texas at San Antonio (field supervisor, training)	7,523
10. Contracted Services -- Tuition support	48,985
11. Indirect Costs (restricted rate)	4,878
12.	
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Total grant award requested

Department of Educational Leadership & Policy Studies

UTSA-NEISD Accelerated Leadership Program for Schools (ALPS)—Cohort 4**Program Information for Applicants****Program eligibility**

- The Accelerated Leadership Program for Schools (ALPS) is a 36 semester credit hour program that leads to the Master of Education Degree in Educational Leadership & Policy Studies (EDL concentration) and eligibility to take the examination(s) for Texas Principal Certification. While students seeking the master's degree and principal certification are required to enroll in the entire program and complete all degree and certification requirements, individuals with a master's degree must participate in and complete all program coursework and experiences, but are only required to enroll in the 15 certification semester credit hours (5 courses). Individuals desiring to transfer courses toward the certificate may have their prior coursework evaluated subject to UTSA and educational leadership transfer policies.
- This program is open to qualified applicants who work in the North East ISD. The in-class portions of this program will be delivered at the Richard A. Middleton Education Center at 8961 Tesoro Drive, San Antonio, Texas, 78217.

Admission requirements

As this is a special accelerated program, the ELPS department has put in place criteria above the regular admissions criteria for the M.Ed. as specified in the *2017-2019 UTSA Graduate Catalog* ([http:// catalog.utsa.edu/graduate/](http://catalog.utsa.edu/graduate/)). Specifically, the admissions criteria for the program are as follows:

1. Conferral of a baccalaureate degree from a regionally accredited college or university in the U.S. or proof of equivalent training at a foreign institution;
2. A grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level work taken. If an applicant's GPA is between 2.7 and 2.99, probationary admission may be granted and the student must maintain a minimum of a 3.0 GPA during the first 12 hours of coursework. Applicants who have a GPA below 2.7 are denied admission as degree-seeking students;
3. A statement of purpose which outlines: (1) the applicant's reasons for pursuing the master's degree and principal certification; (2) a biographical sketch of the applicant's experiences relevant to the field of education, including the leadership roles the applicant has held in his/her teaching position(s), (3) the applicant's career plans, and (4) the applicant's views on one current educational or future educational reform effort.

4. One letter of recommendation addressing the applicant's administrative leadership capabilities from the principal or a supervisory assistant/vice-principal/academic dean of the school at which the applicant currently teaches or most recently taught; and
5. A resume highlighting relevant work experiences.

Note: All items must be submitted through the UTSA Graduate School's online application system (EMBARC) at <http://graduateschool.utsa.edu/graduate-admissions/graduate-application/>. Once you reach this page, please select the "Apply Now" link.

Additional program requirements/information

- At least 15 students will be necessary to start the accelerated program, and no more than 25 students will be admitted to the program. If fewer than 80% of the students who are admitted to the program cease matriculation, the remaining students will be served through the traditional on-campus degree and certification programs, known as the Roadrunner Cohort. Students are required to maintain continuous enrollment in all classes to remain eligible to participate in the program. Students who do not maintain continuous enrollment in all classes will be offered the opportunity to participate in the Roadrunner Cohort..
- Applicants must certify that they have access to a personal computer with Internet access.
- All other requirements as specified in the *2017-2019 UTSA Graduate Catalog* are applicable to this program and are incorporated by reference into this document.
- **The deadline for receipt of all application materials is 5:00 PM Sunday, 7/1/2018.** If you are interested in or intend to apply for this accelerated program, please submit an email to Elisha Reynolds (Elisha.reynolds@utsa.edu) stating your interest and/or intent by not later than Tuesday, 5/1/2018.
- The program scope, sequence, and course descriptions are found on the final pages of this document.

For additional information, please contact Elisha Reynolds, Student Development Specialist, at 210-458-6620 or Elisha.reynolds@utsa.edu.

Acknowledgment of Receipt and Acceptance of Conditions of Accelerated Leadership Program for Schools

I, the undersigned, acknowledge that I have received and accept the foregoing conditions of the Accelerated Leadership Program for Schools. I further certify that I have access to a personal computer with Internet access that will enable me to participate in the web-enhanced delivery portions of this program.

Printed name

Signature

Date

Please submit this acknowledgment and acceptance form to:

Elisha Reynolds
Student Development Specialist
Department of Educational Leadership & Policy Studies
501 W. Cesar Chavez Blvd.
San Antonio, Texas 78207
ATTN: ALPS NEISD Program

Department of Educational Leadership & Policy Studies

Accelerated Leadership Program for Schools (M.Ed./Principal Certification)

	<u>Day</u>	<u>Scope & Sequence[#]</u>		
		<u>Time</u>	<u>Dates of Duration</u>	<u>Web-enhanced delivery¹</u>
<u>Fall 2018</u>				
*EDL 6013 (AEL/TTESS)	S	8:00 AM – 4:00 PM	8/25/18 – 9/29/18	No
EDL 5003	W	5:00 PM – 8:55 PM	9/5/18 – 12/5/18	Yes
EDU 5003	W	5:00 PM – 8:55 PM	9/5/18 – 12/5/18	Yes
<u>Spring 2019</u>				
EDU 6223	W	5:00 PM – 8:55 PM	1/16/19 – 2/13/19	Yes
EDL 5203	W	5:00 PM – 8:55 PM	2/20/19 – 3/27/19	Yes
*EDL 5503	W	5:00 PM – 8:55 PM	4/3/19 – 5/1/19	Yes
*EDL 6941	S	8:00 AM – 10:45 AM	1/19/19 – 4/27/19	Optional (at instructor's discretion)
(Practicum in Educational Administration—1 credit hour) Class meetings: 1/19/19, 2/23/19, 3/23/19, 4/27/19				
<u>Summer 2019</u>				
EDL 5403	MTWR	5:00 PM – 8:55 PM	5/15/19 – 5/31/19	No
*EDL 5703	MTWR	5:00 PM – 8:55 PM	6/3/19 – 6/18/19	No
EDL 5103	MTWR	5:00 PM – 8:55 PM	6/19/19 – 7/2/19	No
*EDL 6023	MTWR	5:00 PM – 8:55 PM	7/8/19 – 7/23/19	No

Fall 2019

EDL 5303	W	5:00 PM – 8:55 PM	8/21/19 – 9/18/19	Yes
*EDL 6942	S	8:00 AM – 10:45 AM	8/24/19 – 12/7/19	Optional (at instructor's discretion)
		(Practicum in Educational Administration—2 credit hours)		
		Class meetings: 8/24/19, 9/28/19, 11/2/19, 12/7/19		

Master's Comprehensive Examination (the capstone project that is completed in Fall 2019 serves as the comprehensive examination)
 TExES/PASL Review (Please see <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/> for more information on the assessments)

#Dates may change in accordance with any changes in the university calendar. The order of class offerings is subject to change.
 *Students with a prior master's degree who wish to pursue certification must enroll only in these courses, but must complete the requirements of all courses.

COURSE DESCRIPTIONS**EDU 5003 Research Methods**

(3-0) 3 hours credit. Prerequisite: Admission to graduate program or consent of instructor. Basic concepts of research design, strategies of experimental, historical, and descriptive research, and basic statistical procedures are introduced. Participants use these concepts to read, interpret, and evaluate educational and counseling research and to plan such research.

EDL 5003 Introduction to School Administration. (3-0) 3 Credit Hours

(3-0) 3 hours credit. Prerequisite: Program admission or consent of instructor. Introduction to the roles, tasks, and problems of positions in educational administration and their relationship to local, state, and federal government agencies.

EDL 5103. Introduction to School Finance. (3-0) 3 Credit Hours.

Prerequisite: Program admission or consent of instructor. Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.

EDL 5203 School and Community Relations in Education. (3-0) 3 Credit Hours.

(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Introduction to the strategies and design models for informing local business taxpayers and clientele about educational activities. Study of models for participation and analysis of interaction models.

EDL 5303 Human Relations in Educational Administration. (3-0) 3 Credit Hours.

(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Analysis and identification of group processes and individual behaviors that tend to enhance democratic interaction in the achievement of educational goals. Consideration of supportive roles requisite to the supervision of professionals in the educative process.

EDL 5403 The Principalship: Educational Unit and Site Administration. (3-0) 3 Credit Hours.

(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Analysis of the principal's or comparable position's role and the requisite interaction with various referent groups. Emphasis is on administration of academic programs. Applicable to all levels of common school.

EDL 5503 Administration and Function of Special Programs. (3-0) 3 Credit Hours.

(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.

Identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education.

EDL 5703 Legal Foundations in Education. (3-0) 3 Credit Hours.

(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.

Survey of current legal basis and practices in the policy administration of education and review of significant court decisions pertaining to educational operations. Emphasis on rights and responsibilities of teachers and students and legislation related to multicultural institutional operations.

EDL 6013 Supervision: Teaching-Learning Process. (3-0) 3 Credit Hours.

(3-0) 3 hours credit.

The analysis and application of models of the teaching and learning process to instructional supervision. The study and application of content, interaction, and climate analysis techniques.

EDL 6023 Supervision: Tools and Techniques. (3-0) 3 Credit Hours.

(3-0) 3 hours credit.

A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers.

EDU 6223 Education in a Culturally and Linguistically Diverse Society. (3-0) 3 Credit Hours.

(3-0) 3 hours credit.

The study of cultural and economic issues in education from philosophical, historical, political, and sociological perspectives. These issues will be related to educational leadership and equity in education.

EDL 6941-6 Practicum in Educational Administration

3 hours credit. Prerequisites: C&I 5003, EDL 5003, EDL 5103, EDL 5203 or EDL 5303, EDL 5403, EDL 5503, EDL 5703, EDL 6023, and consent of instructor. Individually supervised field experience with unit-level or institutional-level educational administrators with related applied research activity. Must be taken for both principalship and superintendency certification. May be repeated for a total of 6 semester credit hours.

ESTIMATED PROGRAM COSTS

Estimated total \$14,818.20ⁱⁱⁱ

ESTIMATED TEXAS EDUCATION AGENCY/CERTIFICATION COSTSⁱⁱⁱ

- AEL certification application fee: \$75.00
- T-TESS certificate application fee: \$75.00
- TExES exam fees: \$610.00 (please see <http://cms.texes-ets.org/epp/principal-and-pasl-assessments/>)
- Principal certificate application fee: \$75.00

ⁱⁱⁱ Web-enhanced delivery is defined as at least one-half of a single class delivered with the instructor and the students in the same physical location and no more than one-half of a single class delivered via online. For classes scheduled for web-enhanced delivery, the meeting times represent in the in-class contact time between instructors and students. The remainder of coursework will be delivered online via Blackboard Learn.

" Based on published Fall 2017, Spring 2018, and Summer 2018 rates (please see <http://www.utsa.edu/fiscalservices/docs/Grad%20Fall%202015.xlsx> for full information). Does not include textbooks and some college specific fees. Some fees may be subject to waiver. Tuition and fees may be subject to increase for 2018-2019 academic year.

" Fees set by the Texas Education Agency/State Board for Educator Certification and are subject to change at these agencies' discretion.

EDUCATIONAL LEADERSHIP 5003.0F1
INTRODUCTION TO SCHOOL ADMINISTRATION
SUMMER 2016
NEISD COHORT 3

THIS SYLLABUS IS PROVIDED FOR INFORMATIONAL PURPOSES REGARDING THE ANTICIPATED COURSE CONTENT AND SCHEDULE OF THIS COURSE. IT IS BASED UPON THE MOST RECENT INFORMATION AVAILABLE ON THE DATE OF ITS ISSUANCE AND IS AS ACCURATE AND COMPLETE AS POSSIBLE. I RESERVE THE RIGHT TO MAKE ANY CHANGES I DEEM NECESSARY AND/OR APPROPRIATE. I WILL MAKE MY BEST EFFORTS TO COMMUNICATE ANY CHANGES IN THE SYLLABUS IN A TIMELY MANNER. STUDENTS ARE RESPONSIBLE FOR BEING AWARE OF THESE CHANGES.

<u>LOCATION AND TIME</u>
<u>INSTRUCTOR INFORMATION AND COURSE DESCRIPTION</u>
<u>TEXTBOOK INFORMATION</u>
<u>COURSE REQUIREMENTS</u>
<u>COURSE EVALUATION</u>
<u>MISCELLANEOUS</u>

LOCATION & TIME: MTWR 5:00 PM – 8:55 PM
6/1/16 – 6/16/16 (class meetings)
Three semester credit hours
Richard A. Middleton Education Center, 8961 Tesoro, SA, 78217

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INSTRUCTOR INFORMATION:

Instructor	David P. Thompson, Ph.D.
Office	FS 4.520
Office hours	MW 9:00 AM – 1:00 PM, and by appointment
Telephone	(W) 210.458.6821 (C) 210.289.7552 (preferred number) Skype: dthompson79
FAX	210.458.5848
Email	david.thompson@utsa.edu
Internet	http://education.utsa.edu/faculty/profile/david.thompson@utsa.edu

COURSE DESCRIPTION: Introduction to the roles, tasks, and problems of positions in educational administration and their relationship to local, state, and federal government agencies.

SPECIFIC OBJECTIVES: In addition, the following Learner-Centered Standards for the Texas principal will be emphasized:

1. Learner-Centered Values and Ethics of Leadership

- i. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- ii. articulate the importance of education in a free democratic society.

2. Learner-Centered Leadership & Campus Culture

- i. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- ii. ensure that parents and other members of the community are an integral part of the campus culture;
- iii. use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- iv. respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;
- v. facilitate the collaborative development of a shared campus vision that focuses on teaching and learning.

3. Learner-Centered Human Resources Leadership and Management

- i. diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members;
- ii. engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

4. Learner-Centered Communications and Community Relations

- i. demonstrate effective communication through oral, written, auditory, and nonverbal expression;
- ii. use effective conflict management and group consensus building skills;
- iii. develop and implement strategies for effective internal and external communications.
- iv. respond to pertinent political, social, and economic issues that exist in the internal and external environment.

5. Learner-Centered Organizational Leadership & Management

- i. implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

- ii. apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- iii. acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities.

6. Learner-Centered Curriculum Planning & Development

- i. facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment.

7. Learner-Centered Instructional Leadership and Management

- i. facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

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REQUIRED TEXTS:

1. Gorton, R., & Alston, J.A. (2012). *School leadership & administration: Important concepts, case studies, & simulations*. New York: McGraw-Hill. Available from Amazon at <http://amzn.to/ZwxEto>. ISBN 978-0-07-811026-9. (G&A)
2. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author. (a suitable online replacement can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>)

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COURSE REQUIREMENTS:

Research Prospectus

As the first step in preparing for your capstone project (which will take the place of the master's degree comprehensive examination), groups of three (or four) students will prepare a mini-research prospectus that will be further developed in EDU 5003. Information on the research prospectus can be found in Blackboard Learn. This prospectus will comprise 25% of the final grade.

Case Study Presentation

Each work group (as formed for the research prospectus) will lead the class in a case study chosen from the Gorton & Alston (2012) text. We will assign these case studies on the first day of class. The case study discussion will generally comprise the last third of the class and should last from 45-60 minutes. Please see the guidelines on Blackboard Learn for the case studies. This exercise will comprise 25% of the final grade.

Article Critique

Working individually, each student will complete an article critique of one of three articles from our flagship journal, *Educational Administration Quarterly*. This critique will be due not later than on the dates that we will discuss the articles in the course schedule. Further information on this critique can be found in [Blackboard Learn](#). The article critique will comprise 25% of the final grade.

Written Reflections

There will be two types of written reflections for this class: (1) reflections on what you've learned from our panels of NEISD administrators (found in course schedule), and (2) reflections on what you've learned thus far in class (and primarily focused on the capstone project research prospectus). The sum total of the reflections will comprise 25% of the final grade. Please see [Blackboard Learn](#) for more information on the reflections.

TExES Principal Practice Exam

As part of the requirements for EDL 5003 (ungraded), students will take the TExES Practice Principal exam as a diagnostic tool. Please make arrangements to take the exam on either of the following two dates:

- Saturday, June 25, 2016, 9:00 AM to 2:00 PM, MB 0.106
- Saturday, August 13, 2016, 9:00 AM to 2:00 PM, MB 0.106

Please see http://education.utsa.edu/texes/practice_exam_schedule/ for more information.

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COURSE EVALUATION

Work product	Number	Percent of final grade
Research prospectus	1	25
Article critique	1	25
Case study leading	1	25
Written reflections	Several	25

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MISCELLANEOUS

Attendance/Make-up work

Class attendance is crucial. Because I understand that professional responsibilities might necessitate you missing a class, I will grant one absence from "in-class" class without penalty. Further absences will result in a deduction of seven and one-half (7.5) points from your final numerical grade, unless the absence results from and is verified in writing for one of the following reasons: (i) Participation in a required/authorized university activity, (ii) Verified illness, (iii) Death in the student's immediate family, (iv) Obligation of a student at a legal proceeding, or (v) Religious holy day observance. As specified in the UTSA Student Attendance policy, students may be dropped from the course with a grade of "F" for excessive absences.

All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and email me the assignment on or prior to the due date.

All assignments are to be submitted electronically via Blackboard.

In general, the following numerical scale will be used to determine letter grades: A, 90-100%; B, 80 to less than 90%; C, 70 to less than 80%; D, 60 to less than 70%; F, less than 60%. Elevating borderline numerical grades to the next higher letter grade is done at the instructor's discretion.

Scholastic Dishonesty/The Roadrunner Creed

Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University (Please see "Scholastic Dishonesty" from the UTSA Handbook of Operating Procedures. According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

The Roadrunner Creed, as part of the academic honor code, is also incorporated by reference into this document. Further information on the Creed can be found at <http://www.utsa.edu/about/honorcode/>.

Class participation

In order for this class to work, it is vital that each of you keep up with the readings so that our discussions are rich. Thus, don't be hesitant to participate. THERE ARE NO STUPID QUESTIONS--YOUR CLASSMATES WILL UNDOUBTEDLY HAVE SIMILAR

QUESTIONS, SO FIRE AWAY! TAKE CHANCES, GET MESSY! There is only one sacred ground rule for class discussions--*STUDENTS WILL RESPECT THE VIEWPOINTS OF ALL CLASS MEMBERS.*

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945, in order to receive support services and accommodations from the instructor. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

Audiotaping of Classes

Students may audiotape classes with prior verbal instructor permission. Audiotaping will not be permitted when discussing exams and/or other graded course requirements.

Children in Classes

As harsh as it may seem, graduate school is for graduate students. Unless your child(ren) has(ve) been admitted as a graduate student and has(ve) registered for this class, he/she (they) may not attend class. The reason for this is straightforward: many of the discussions in education law are, unfortunately, not for the tender ears of children. Thanks for your understanding.

General Provisions

In addition to the provisions of this syllabus, students are responsible for the provisions found in the UTSA Graduate Catalog (<http://www.utsa.edu/gcat>) and the Information Bulletin of UTSA (<http://www.utsa.edu/infoguide/>), which are incorporated by reference into this document.



SYLLABUS

UTSA ELPS Mission Statement

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who work effectively in diverse and challenging contexts. The facets of this transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

COURSE: EDU 5003 section OF1

Instructor: Curtis Brewer, Ph.D.

Office: Buena Vista Building 4.344

Make appointments, during the summer

Phone: 210-458-5404

Cell: (512)-636-0713*

EMAIL: Curtis.brewer@utsa.edu

Place & Time: 5:00 pm-8:45 pm NEISD

Prerequisites: Admissions to graduate program or permission of instructor

CATALOG DESCRIPTION

Basic concepts of research design, strategies of experimental, historical, and descriptive research, and basic statistical procedures are introduced. Participants use these concepts to read, interpret, and evaluate educational and counseling research and to plan such research.

COURSE DESCRIPTION**Course Objectives:**

Students will be expected to:

1. Reflect on the importance of collecting and analyzing information to improve craft.
2. Learn some basic approaches to collecting the information.
3. Learn to interpret the data for the purposes of informing possible actions
4. Describe what is necessary to make sure this process can be achieved collaboratively.

Guiding Questions:

- A. What is your craft?
- B. Why research?
- C. What are the research resources available to engage in continual improvement?
- D. How can we work collaboratively to continually improve?

STUDENT EVALUATION

Evaluation and Grading:

Discussion Board Posts- (1 at 30 pts) The post will require the student to engage the reading critically and relate it to their own experiences. It should be approximately 1000 words and follow APA formatting.

Quiz (10pts) Student will answer multiple choice questions to demonstrate a familiarity with basic concepts and exhibit skill in reading statistical tables.

Drafts of Charts 1 and 2 – (40 pts) Each group will produce a draft of both Chart 1 and Chart 2. Chart 1 (Design of the Inquiry) will state the broad purpose, the specific tasks of the inquiry, and the research questions. Chart 2 (Motivation for Conducting the Study) will describe the environmental and literature based issues succinctly. Also in Chart 2 the group will describe how their inquiry addresses the stated issues.

Methodology Description (10 pts) Each student prepare a 750 word paper that explains your plan for answering a specific research question. You will include your approach to collecting the information (sampling and design), recording (measurement) and analyzing the information.

Assessment

The student will be assessed according to three criteria: a) their ability to engage the current literature and situate their own ideas about a successful professional; b) their ability show content mastery with regards to specific research methods c) their ability to contribute to the groups learning through reflection and comment. These criteria will be assessed developmentally; each assignment will build upon the other. Students will receive feedback informally and formally throughout the semester.

Grade Scale (for Course Grade):

A = 90– 100
B = 80 – 89.99
C = 70 – 79.99
D = 60 – 69.99
F = 59.99 or below

Other Information/Policies:

Preparing for Class: If you look through the class schedule you will see that you will be required to do reading and homework BEFORE attending the class. This will allow us to do other activities in class. Some of the work we will do in class will involve working with other students in groups– so if you don't prepare adequately before class you will not only hurt your chances to learn, but you will also hurt the chances of other students. The homework assignments are used to ensure that you devote time to pertinent parts of the readings.

Writing Style: All written work for this course and all doctoral courses must conform to the American Psychological Association Style Manual (2009), 6th Edition.

Attendance policy: Students are expected to attend classes. Punctual attendance at all class sessions is a student's obligation.

Make-up Work/ Late Assignments: Assignments must be turned on the due date. Please contact Dr. Brewer if you anticipate a problem.

ACCOMMODATIONS

Students with disabilities must be registered with UTSA Student Disability Services (MS 3.01.16, 210-458-4157) in order to receive support services. If accommodations related to a disability are required, students should make an appointment with the instructor to discuss his/her needs. For more information, see: <http://www.utsa.edu/disability/>

AUDIO TAPING POLICY

It is impermissible to tape class sessions unless students have a registered disability with the UTSA Office of Disability Services (see above).

ELECTRONIC DEVICES

Use them if you it helps you engage in the classwork.

UNIVERSITY POLICY ON STUDENT CLASSROOM CONDUCT

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct. Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

POLICY ON CHEATING

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook, pages IV-31ivi). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: <http://www.utsa.edu/infoguide/appendices/b.html>

Recommended Textbooks:

1. Vogt, W.P. (2007) *Quantitative research methods for professionals*. Boston: Pearson Education. ISBN 0-205-35913-2
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago: University of Chicago press.
3. Saldaña, J. (2009) *The coding manual for qualitative researchers*. Los Angeles, CA: Sage.

- American Psychological Association. (2011). *Publication Manual of the American Psychological Association*, Sixth Edition Washington, DC.
- Anderson, G.L., Herr, K., & Nihlen, A.S. (2007). *Studying your own school: An educator's guide to qualitative practitioner research*. 2nd ed. Thousand Oaks, CA: Corwin Press.
- Becker, H. (1986). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.
- Coleman, M. & Briggs, A.R.J. (Eds.) (2002). *Research Methods in Educational Leadership and Management*. SAGE Publications.
- Drew, C., Hardman, M.L. and Hosp, J.H. (2008) *Designing and Conducting Research in Education*. Sage Publications: London
- Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge, England: Cambridge University Press.
- Hendricks, C.C. (2006). *Improving schools through action research: A comprehensive guide for educators*. Boston: Allyn and Bacon.
- Hoy, W.K. & Miskel, C.G. (Eds.) (2005). *Educational Leadership and Reform (Research and Theory in Educational Administration)* . Information Age Publishing.
- Rancière, J. (1991). *The ignorant schoolmaster: Five lessons in intellectual emancipation*. Stanford, CA: Stanford University Press.
- Rorty, R. (1989). *Contingency, irony, and solidarity*. Cambridge: Cambridge University Press.
- Stringer, E.T. (1996). *Action research: A handbook for practitioners*. Thousand Oaks, CA: Sage.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- Young, M. (Ed.) (2003). *Reconsidering Feminist Research in Educational Leadership* (Suny Series in Women in Education). State University of New York.

EDU 5003 Research Methods

	6/20	6/21	6/22	6/23	6/27	6/28	6/29	6/30	6/5	6/6
Readings	Future predictions	Holland, Skinner, Lachicotte & Cain (1998)	Eisner Ch 8 Ritchie and Spencer (1994)	Vogt Ch 2		Vogt Ch 8	Vogt Ch 9	Individual Research	Individual Research	Orfield & Luce
5 - 6:10	Information and literacy	Authoring Selves	Developing Research questions	Descriptive statistics	Love and Data	t-test	Regression	Quiz	Workshop	
6:20 - 7:30	Good questions and Trustworthy answers	Design, Measurement, Analysis	Qualitative practice	Standard Deviation and Correlation	Reading and Writing literature reviews	ANOVA	Article analysis	Preparing for internship	Workshop	Presentations
7:40 - 8:40	Capstone project discussion	Chart 1 and 2 Drafting	Article analysis (photomethods)	Article Analysis Antheneis et. al (2014)	Article analysis Kim (2009)	Finalize Chart 1 & 2	Draft proposal for methods for each question	Group work for presentation	Workshop	Presentations

All work products:

1. Journal Post (Blackboard) Due 6/21
2. Group Draft of Chart 1 & 2 Due 6/29
3. Quiz 6/30
4. Description of the methodology for your research question 6/5

EDL 5103 Introduction to School Finance
The University of Texas at San Antonio

Instructor: Geri Berger, Ed.D.
Office Hours: By Appointment (generally before or after class)
Phone: Cell (210) 326-3398 Work (210) 397-8210
Email: geri.berger@nisd.net

DISCLAIMER:

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based on the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner in class. Students are responsible for being aware of changes.

COURSE DESCRIPTION:

Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.

Description of Course: Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies. Additionally, to understand the mechanics behind creating and running a campus budget.

Course Objectives:

The following objectives from the SBCE Standards for the Principal Certificate are the learning objectives for this course:

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

1. Apply procedures for effective budget planning and management.
2. Work collaboratively with stakeholders to develop campus budgets.
3. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

5. Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
6. Develop and implement plans for using technology and information systems to enhance school management.

In addition students are expected to:

7. Demonstrate awareness of the history of school finance in Texas.
8. Demonstrate an understanding of the interaction between the public and private sector as it impacts school finance.
9. Demonstrate an understanding of the social, legal, and economic context of financing education in the United States with an emphasis on Texas.
10. Demonstrate an understanding of the revenue sources available to public schools.
11. Understand the process and options for financing school facilities in the current political and economic environment.
12. Understand property and risk-management insurance within the public school environment.

Resources: Texas Education Agency Documents, selected readings, school finance court cases, Texas Association of School Boards and Texas Center for Educational Research reports, online journals, state department of education websites and various university websites.

Textbook: Purchased textbook not required

GRADING SCALE: 100 point scale

1. A 100 - 90 points
2. B 89 – 80 points
3. C 79 – 70 points
4. D 69 – 60 points
5. F Below 60
6. I Incomplete

COURSE REQUIREMENTS

	<u>Points</u>
1. Attendance	10
2. TTARA presentation	10
3. Relevant Court Case	10
4. Article Review	10
5. School Improvement Critique	30
6. Research Proposal	20
7. Research Presentation	10
TOTAL	100

Due Dates:

Assignments must be submitted on the due date. Failure to complete an assignment on time will result in a 20% deduction of the point value of the assignment. All assignments must be double spaced and completed on a word processor or computer. Assignments may be electronically submitted via email to geri.berger@nisd.net or a hard copy may be given at class.

Writing style: All written work for this course must conform to the American Psychological Association Style Manual, 6th Edition (2009).

Accommodations: UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (Office: MS 2.03.18; Phone: 210-458-4157; Web: <http://www.utsa.edu/disability/>). Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945, in order to receive support services. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

Audio taping policy: It is impermissible to tape class sessions unless you have a registered disability with the UTSA Office of Disability Services (see above).

Electronic devices: All electronic devices must be turned off during class to minimize disruptions. Cell phones should be on the vibrate mode.

University policy on student classroom conduct: All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct available at <http://www.utsa.edu/OSJA/index.cfm>.

Policy on cheating: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook, pages IV-31 ivi). According to The Regent's Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Attendance (10 points)

Although the expectation is that you will attend every class meeting, each student is allowed one excused absence per semester. After your one excused absence, each subsequent absence will result in a deduction of 5% from the course grade. Students who are more than 30 minutes late for class will be counted as absent. Additionally, students need to actively participate in the class period.

TTARA Presentation (10 points)

In groups of 2-3, you will present a 15-20 minute presentation on a portion of the TTARA document. No written portion is necessary. You and your group will present the essential portions of your section to the class. While no written portion is necessary, feel free to include handouts, visuals and/or activities in your portion. The goal is to summarize your content for the class.

Relevant Court Case (10 points)

Individually, you will draw a court case. Write a 2 page paper that summarizes the court case and links the relevance of the case to current practice. How does this court case impact education today?

Article Review (10 points)

Individually, find a current article (no later than 2016) that discusses an issue that has budgetary ramifications for schools and/or school districts. In a 2 page paper, briefly summarize the article and then discuss the implications for schools and/or school districts.

School Improvement Budgetary Critique (30 points)

The School Improvement Plan is the document that sets campus goals for increased student achievement. This is done by setting appropriate instructional goals and allocating funds efficiently. The SIP is written based on student achievement and growth data in addition to available funding. It is often completed at both the district and campus levels. It should be done in a collaborative manner and include input from all stakeholders.

The purpose of this assignment is to review the SIP from your campus. To do this, you will need a copy of the SIP and any available assessment and budgetary data. Your principal or Academic Dean should be able to help you with this.

Review the current SIP and any related data. Determine if you can see relationships between what the data tells you and the SIP goals. Take notice of budget issues. How is money being used? Does it support SIP goals?

Write a 2-3 page evaluation of what you find.

To receive full credit this paper should include:

- A description of the identified instructional goals
- Determination of data support for those school goals. If they do – GREAT, if not what is the problem?
- A description of how money is being used. Can you see a connection to the goals? If the goals are appropriate and the money is being used well, GREAT, if not what is the problem?
- Analysis of budgetary allocations based on campus needs
- Correct grammar and punctuation
- APA format

RESEARCH PAPER: 20%

Prepare a 3-5 page research paper that focuses on the financial situation of your school and or District. The paper should answer the following questions: what are the current financial issues your district and campus are facing and what are the plans to address these issues? How are current controversial school finance issues impacting your school/district? You may need to speak with campus administration to see what struggles/challenges they have in meeting instructional needs due to budgetary constraints. The grade will be based on format, completion, accuracy, and analysis. Proposals should include the following components in APA format:

1. APA Title Page
2. Introduction
3. Issues Section
4. Plans Section
5. Conclusion
6. APA Reference Page(s)

RESEARCH PAPER PRESENTATION: 10%

Students will present their research to the class. Presentations are due on the date assigned. No handouts are necessary. You will orally present an overview of your project.

TTARA Presentation Rubric

EDL 5103 – Due: As Assigned – (10 points)

Presenter(s): _____

Evaluative criteria:

Oral presentation (10 points):

- Clarity and organization (7)
- Involvement of all group members(3)

Relevant Court Case Rubric

EDL 5103 – Due: As Assigned – (10 points)

Presenter(s): _____

Written criteria:

Written summary of court case with correct grammar/spelling (4)

Linking case to current practice with correct grammar/spelling (6)

Article Rubric

EDL 5103 – Due: As Assigned – (10 points)

Presenter(s): _____

Evaluative criteria:

Written summary of court case with correct grammar/spelling (4)

Linking case to current practice with correct grammar/spelling (6)

School Improvement Budgetary Critique Rubric

EDL 5103 – (30 points)

Presenter(s): _____

Evaluative criteria: (30 points)

- Description of instructional goals and data (5)
- Description of how money is utilized to support goals (10)
- Analysis of budgetary allocations to support SIP goals (10)
- Correct grammar and punctuation/format of essay (5)

Total points: _____

Research Paper Rubric

Written (20 points)

Presenters: _____

Evaluative criteria:

(20 points)

- Discussion of issues (supported by facts and examples) (10)
- Discussion of plans (supported by facts and examples) (10)
- Clearly written intro/closing (5)
- Clearly written with correct grammar and punctuation (5)

Total points: _____

Research Presentation Rubric

Oral (10 point)

Presenters: _____

Evaluative criteria:

(10 points)

- Position is clearly stated with factual examples (5)
- Lessons learned – What do administrators need to “take away” from this issue? (5)

Total points: _____

COURSE SCHEDULE: Professor reserves the right to make changes to the schedule

Date	Topic Covered	Readings & Assignments
Aug 28	*Review Syllabus *Introduction *Texas Public School Finance Overview – Tier I	TTARA Debrief – Due Sept. 18 1. Intro: p. 3-6 2. Tier I: p. 7-14 3. Tier II: p. 14-18 4. Recapture: p. 19-215. 5. Target Revenue: p. 22-246. 6. Litigation: p. 25-28 Court Case – draw Relevant Court Case – Due Sept. 25
Sept 4	Labor Day – Holiday	No Class
Sept 11	*Texas Public School Finance Overview – Tier II * Building a school	TTARA Debrief – Due Sept. 18 Intro: p. 3-6 Tier I: p. 7-14 Tier II: p. 14-18 Recapture: p. 19-21 Target Revenue: p. 22-24 Litigation: p. 25-28 Relevant Court Case – Due Sept. 25

Sept 18	*Due: TTARA presentations	Relevant Court Case- Due Sept. 25 Article Review- Due Oct. 23 SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4 *2-3 questions for Asst. Superintendent for Budget/Finance
Sept 25	*Due: Relevant Court Case *Budget and Finance in NISD: Guest – Wesley Scott – Asst. Superintendent Budget and Finance *NISD website – Summary of finances (SOF) *School Finance and Litigation- PPT *Small group sharing - Relevant Court Cases	*2-3 questions for elementary/middle school principals Article Review- Due Oct. 23 SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4
Oct 2	*Guest- Elementary and Middle School Principal Panel Angela Fry –(Lewis) Kathy Lyssy (Pease) *TEA Financial Accountability System Resource Guide *Accounting and Auditing –PPT *Business Academy Presentation	Article Review- Due Oct. 23 SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4 *2-3 questions for Internal Auditor
Oct 9	Field Work	Interview Admin for SIP project Article Review- Due Oct. 23 SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4 *2-3 questions for Internal Auditor
Oct 16	*Guest: Internal Audit (pending) *Site Based Budgeting *Budget to SIP –PPT	Article Review- Due Oct. 23 SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4 *2-3 questions for Bernadette Gonzales (SIP planning and funding)
Oct 23	*Due: Article Review SIP – Bernadette *Special Funding – SE/Title/Grants/CATE *Budget Codes –Texas School Finance Budget *Understanding Account Codes *Activity – Code a PO *Article: Matching spending with Strategy	SIP Critique- Due Oct. 30 Research Paper- Due Dec. 4 *2-3 questions for Dr. Folks

Oct 30	Due: SIP Critique Politics of School Finance.. equity, public funding and private schools/charters Guest: Dr. Folks –all class	Research Paper- Due Dec. 4 Research Presentation – Due Dec. 11 *2-3 questions on Title funding, Comp Ed. And Grants
Nov 6	Guests: Title/State Compensatory Ed (Lisa Turner) Sharon Sanchez (Grants) Activity –Share current school finance articles	Research Paper- Due Dec. 4 Research Presentation – Due Dec. 11 *2-3 questions on CATE and Special Ed funding
Nov 13	Guests: Dennis Alexander (CATE) Krista Garcia (Special Ed) *Split coding *Budget scenarios	Research Paper due Dec. 4 Research Presentation due Dec. 11 Research Paper- Due Dec. 4 Research Presentation – Due Dec. 11 *2-3 questions on Risk Management
Nov 20	Field Work	Research Paper- Due Dec. 4 Research Presentation – Due Dec. 11
Nov 27	Guest- Debby Glass- Risk Management: Cost to the District – All Class	Research Paper- Due Dec. 4 Research Presentation – Due Dec. 11 *2-3 questions for HR on compensation
Dec 4	Due: Research Papers *Teacher Compensation Guest: Patty Hill, HR *Crisis - Berger	Research Presentation – Due Dec. 11
Dec 11	Due: Research Presentations *Feedback for Course	Celebrate!

University of Texas, San Antonio
School and Community Relations EDL 5203
Spring 2018 - Tuesday 5:00 – 9:30
Location: SAISD Navarro High School
Instructors: Encarnación Garza, Jr., & Enrique Alemán, Jr.
Office Hours: by Appointment
Emails: encarnacion.garza@utsa.edu and enrique.aleman@utsa.edu

Course Goals:

- To provide future educational leaders with relevant knowledge and skills for effective school administration as school principals.
- To gain an increased understanding of critical, technical and interpersonal skills necessary for effective school administration.
- To provide future educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs.
- To gain an increased understanding of how school leaders can create schools that equally benefit all children, no matter their class, race, gender, ethnicity, nationality, religion, sexual orientation, etc.

Course Objectives:

- To provide students with a systematic and critical understanding of prevailing theories of management decision-making and how human resources affects both the school and community environments.
- To illustrate how these ideas serve as practical tools for the analysis and management of school/community relations

General Description and Orientation of the Class:

The purpose of this class is link aspiring school leaders with field-based examples of successful school/community partnerships. Class will be meet from 5:00 to 9:30 p.m. every Tuesday beginning January 9, 2018 and ending May 8, 2018. There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all children succeed--will be invited to interact with the class. The main purpose of this course is to prepare aspiring school leaders to assume formal and informal leadership roles in schools. This course is designed to examine problems and issues of the principalship and strategies and practices for managing and leading a school organization.

Earning Grades

1. Attendance: Your attendance to every class meeting is critical.

1 absence = Minus one letter grade off final grade • 2 absences = Minus two letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

2. Student led discussion readings: (10%) - Groups will be assigned to lead discussions of readings (see Appendix A for assignments). Discussion leaders will be expected to plan and conduct activities to effectively engage all students in critical understanding of the assigned readings. All students will read the assigned chapters/articles and be prepared to participate in the discussion based on readings. These discussions should come from a critical perspective. (Do not just repeat the information--- students must synthesize and question the findings and information in the readings. An anonymous peer evaluation will be conducted for each presentation.

3. Reflections and responses to readings, and follow-up class participation (35%): Each week, students will read assigned articles/chapters and will post a *reflection* of the week's readings on a Blackboard discussion thread. In addition, each student will *respond* to one other student's reflection (See APPENDIX B for response assignments). Students are expected to share their reflection in class. Failure to post on time will result in non-credit.

4. Responses to prompt and peers (10%): On each week that we meet on-line, students will be assigned to read a short article and then required to respond to a prompt on a Blackboard discussion thread. In addition to responding to the prompt, each student will respond to one other student's entry.

5. Micro-Ethnography of Host Family (15%): Students (in groups) will identify a family that is willing to host the meeting of parents in their home and community. After selection, each student will conduct a “Micro” ethnography of the family (with their consent, identify family by January 26th). A research question for this study and interview protocol will be developed in class. (See Appendix B for guidelines) Post Micro-ethnography on Blackboard February 11, 2018.

6. Parental Involvement Community Project and Presentation (15%): Plan and conduct (in dyads) one parent meeting in the community in the home of the family selected for the micro-ethnography. Groups will be formed the first day of class. (See Appendix C for guidelines). Due April 29, 2018.

7. Autoethnography - 2nd Section (15%): Students will continue to develop their autoethnography to include the professional ethnographic moments. Post on Blackboard April 1, 2018.

Assignments must be submitted on due date. Failure to submit the assignment on time will affect your grade by 25% for each day late.

Required Texts:

- Freire, P. (1993). *Pedagogy of the Oppressed*. (30th Anniversary edition). New York: NY. Continuum International Publishing Group. (ISBN 9780826412768)
- Delgado Bernal, D. & Alemán, E. (2017). *Transforming educational pathways for Chicana/o students: A critical race feminist praxis*. New York: Teachers College Press. (ISBN 978-0807757918)

Blackboard

All students enrolled in the course will have access to relevant course information through Blackboard. This is intended to serve as a tool for students to access course-related materials and to upload assignments. It is the student's responsibility to access this system for required documents and assignments. The instructor reserves the right to add or delete the content as necessary.

Email and Blackboard – I will use Blackboard as my format for posting messages to the class and keeping the calendar current. Check it often, especially a day or so before class so that you will be aware of anything that I have added relevant to an upcoming class.

Disability Services

Any student with special needs whose presence in the classroom requires the modification of the course presentation or requirements must register with Disability Services located in MS 2.03.18. Eligibility information may be accessed on-line at <http://www.utsa.edu/disability/students.htm> or by phone at (210) 458-4157.

The University of Texas at San Antonio Academic Honor Code

www.utsa.edu/about/creed

www.utsa.edu/about/creed/honorcode.html

COURSE OUTLINE

(1). Tuesday, January 9th (in class)

Reflection
Discussion of syllabus and expectations
Discussion leader assignments
Dr. Garza - Grassroots Community Relations Project Presentation

Reflections and responses to Freire – Foreword, Introduction, Preface

- Post initial reflection by Saturday, January 13th, 4pm and responses by Sunday, January 14th, 11:59pm.

(2). Tuesday, January 16th (in class)

Review and reflection
Paulo Freire: Discussion of readings
Student led activity: Freire – Foreword, Introduction, Preface (Group #1)
Dr. Garza - Grassroots Community Relations Project Presentation

Assignment: Identify family for micro-ethnography

Reflections and responses to Freire – Chapter 1 & 2

- Post initial reflection by Saturday, January 20th, 4pm and responses by Sunday, January 21st, 11:59pm.

(3). Tuesday, January 23rd (on-line)

Reading and responses to Express-News Editorial Board (2016)

- Response to prompt by January 23rd, 11:59pm.
- Response to a peer by January 25th, 11:59pm.

View video “Precious Knowledge” and be prepared to participate in discussion in class.
<https://utsa.kanopystreaming.com/video/precious-knowledge>

(4). Tuesday, January 30th (in class)

Review and reflection
Discussion: Micro-Ethnography Research Question and Interview Protocol
Student led activity: Freire –Chapter 1 & 2 (Group #2)
Express-News Editorial Board (2016) (Group #3)

Reflections and responses to Freire –Chapter 3

- Post initial reflection Saturday, February 3rd, 4pm and responses by Sunday, February 4th, 1:59pm

(5). Tuesday, February 6th (on-line)

Reading and responses to Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales & Amanti (1995)

- Response to prompt by February 6th, 11:59pm.
- Response to a peer by February 8th, 11:59pm.

Assignment due February 11th: Micro-ethnography

(6). Tuesday, February 13th (in class)

Review and reflection

Student led activity: Freire – Chapter 3 (Group #4)
Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales & Amanti (1995) (Group #5)

Reflections and responses to Freire –Chapter 4

- Post initial reflection by Saturday, February 17th, 4pm and responses by Sunday, February 18th, 11:59pm.

(7). Tuesday, February 20th (on-line)

Reading and responses to Valencia & Black (2002)

- Response to prompt by February 20th, 11:59pm.
- Response to a peer by February 22nd, 11:59pm.

(8). Tuesday, February 27th (in class)

Review and reflection

Discussion: Autoethnography

Student led activity: Freire – Chapter 4 (Group #6)
Valencia & Black (2002) (Group #7)

Reflections and responses to Delgado Bernal & Alemán – Introduction and Chapters 1-2

- Post initial reflection by Saturday, March 3rd, 4pm and responses by Sunday, March 4th, 11:59pm

(9). Tuesday, March 6th (on-line)

Reading and responses to Yosso (2005)

- Response to prompt by March 6th, 11:59pm.
- Response to a peer by March 8th, 11:59pm.

(10). Tuesday, March 13th – Spring Break (no class)

(11). Tuesday, March 20th (in class)

Review and reflection

Student led activity: Delgado Bernal & Alemán – Introduction and Chapters 1-2 (Group #8)
Yosso (2005) (Group #9)

Reflections and responses to Delgado Bernal & Alemán – Chapter 3 & 4

- Post initial reflection by Saturday, March 24th, 4pm and responses by Sunday, March 25th, 11:59pm.

(12). Tuesday, March 27th (on-line)

Reading and responses to Schattschneider (1988)

- Response to prompt by March 27th, 11:59pm.
- Response to a peer by March 29th, 11:59pm.

Assignment due April 1st: Autoethnography

(13). Tuesday, April 3rd (in class)

Review and reflection:

Student led activity: Delgado Bernal & Aleman Chapter 3 & 4 (Group #10)
Schattschneider (1988) (Group #11)

Reflections and responses to Delgado Bernal & Alemán – Chapters 5-6 & Epilogue

- Post initial reflection by Saturday, April 7th, 4pm and responses by Sunday, April 8th, 11:59pm.

(14). Tuesday, April 10th (on-line)

Reading and responses to Alemán (2015)

- Response to prompt by April 10th, 11:59pm.
- Response to a peer by April 12th, 11:59pm.

(15). Tuesday, April 17th (in class)

Review and reflection

Student led activity: Delgado Bernal & Alemán – Chapters 5-6 & Epilogue (Group #12)
Alemán (2015) (Group #13)

(16). Tuesday, April 24th – Independent work – Micro-ethnography and Community Project

Assignment due April 29th: Parental Involvement Project

(17). Tuesday, May 1st (in class)

Parental Involvement Project Presentations

(18). Tuesday, May 8th (in class)

Hold just in case we need to meet

EDL 5303 - Human Relations in Educational Administration
Syllabus

Instructor: Dr. Page A. Smith
MH 2.01.02
Telephone: 458-5433 (O) or 458-5428
E-mail: page.smith@utsa.edu

EDL 5303, Fall 2017
M 6:00PM – 8:45PM
Office hours: T - R, 4PM – 5PM
or by appt. (DT Campus)

Course Description:

EDL 5303 examines conceptual foundations of educational administration with the goal of applying theory and research to assist in solving the problems of organizational leadership. The purpose of this course is to advance student understanding of organizations by exploring a variety of theoretical frameworks and applying these perspectives to aspects of educational institutions. The focus of EDL 5303 is on the organization as a social system with particular emphasis placed on managing organizational situations from a human relations perspective.

Course Objectives:

The course has two objectives. First, to provide students with a systematic and critical understanding of human relations and how sound human resources management affects the learning environment. Second, to show how these ideas can serve as practical tools for the analysis and management of organizational systems. The topics covered in the course have been chosen to allow the student to analyze the organizational context in which he or she finds him or herself, both to aid understanding and to provide an improved basis for action.

Required Texts:

Brown, W. S. (1985). 13 Fatal errors managers make and how you can avoid them. New York, Berkley Books.

Maxwell, J.C. (2004). Winning with people. Nashville, TN: Thomas Nelson Publishers.

Recommended/Reference:

Maxwell, J. C. (2008). Leadership Gold: Lessons I've learned from a lifetime of leading. Nashville, TN: Thomas Nelson.

Bolman, L. G., & Deal, T. E. (2013). Reframing organizations: Artistry, choice, and leadership (5th ed.). San Francisco, CA: Jossey-Bass.

Cialdini, R.B. (2009). Influence: Science and practice (5 ed.). Boston, MA: Allyn and Bacon.

Course Overview

August 28	Course Overview. Historical Perspectives of Human Relations. The Human Resources Frame: Organizations as Organisms Bolman and Deal: Chapters 6, 7, & 8
September 4	University Holiday: No Class Scheduled
September 11	The Human Resources Frame: Organizations as Organisms Bolman and Deal: Chapters 6, 7, & 8 (Con't.) Brown: Error #1 Laws of Teamwork / Influence
September 18	Maxwell: Winning Part 1. The readiness question Brown: Error #2 Laws of Teamwork / Influence
September 25	Culture and Climate: Hoy/Miskel Maxwell: Winning Part 1. The readiness question Brown: Error #3 Laws of Teamwork / Influence
October 2	Maxwell: Winning Part 2. The connection question Brown: Error #4 Laws of Teamwork / Influence
October 9	Maxwell: Winning Part 2. The connection question Brown: Error #5 <i>S.W.O.T. Analysis exercise due.</i> Laws of Teamwork / Influence
October 16	Maxwell: Winning Part 3. The trust question Brown: Error #6 Laws of Teamwork / Influence
October 23	Maxwell: Winning Part 3. The trust question Brown: Error #7 Laws of Teamwork / Influence
October 30	Maxwell: Winning Part 4. The investment question Brown: Error #8 Laws of Teamwork / Influence

November 6	Maxwell: Winning Part 4. The investment question Brown: Error #9 Laws of Teamwork / Influence
November 13	Maxwell: Winning Part 5. The synergy question Brown: Error #10 & 11 Laws of Teamwork / Influence
November 20	Out of Class Assignment: HR Site Visitation
November 27	Maxwell: Winning Part 5. The synergy question Brown: Mistakes #12 & #13 Things that do not require talent
December 4	Leadership Laws for Lifetime Growth ALL OUTSTANDING ASSIGNMENTS DUE TO RECEIVE FULL CREDIT. <i>S.W.O.T. Analysis Strategic Response due – Final Class Session</i>

Course Requirements:

Grading: Presentation (30% of grade), HR S.W.O.T. Analysis (30% of grade) S.W.O.T. Analysis Strategic Response (40% of grade).

1. *Presentation.* Identify and select a Maxwell principle identified in one of the sections of *Winning With People* and prepare an (10-15 minute) oral presentation highlighting the salient concepts identified in each vignette. Your presentation should include any personal observations from your vocational experiences relevant to the principle, a guiding question (or two) for class discussion, and a brief written synopsis of your efforts for each member of the class (30%).
2. *S.W.O.T. Analysis.* Each student will conduct a S.W.O.T. analysis of an organization identifying the human relations strengths, weaknesses, opportunities and threats associated with their institution. This report, **in outline or bulleted form**, should be focused and succinct, and identify obvious strengths and shortcomings evident in the organization's human relations program. The professor will debrief the students on the specific format and structure of the assignment. The final student submission should be limited to 2-4 pages doubled-spaced typed (30%).

3. *S.W.O.T. Analysis Strategic Response*. Employing the results of the S.W.O.T. analysis, the student will identify three target areas (weaknesses or threats) in need of remediation in their chosen organization. Note! The chosen target areas need not be negative, but may be parts of the organization the student feels can be enhanced. In essence, each identified target area of the S.W.O.T. Analysis Strategic Response should include the following components:

- a. Identify the target area (For example: faculty/client relationships or teacher/principal relations).
- b. State specific implementations to remedy the deficiency or buttress the existing target area (A plan of action).
- c. Identify the time frame for the implementation and completion of the suggestions (Time span of the intervention).
- d. Finally, identify how each suggestion is to be evaluated and measured (How you will determine whether or not the implementation has been successful).

The S.W.O.T. Analysis Strategic Response should consist of no more than 4-6 double-spaced, typed pages (40%).

Evaluative Criteria: Papers will be graded on the quality of the discussion, the conciseness, rigor, soundness of the analysis, and the extent to which they are informative and well written. APA style (double-spaced, correctly numbered, Times or Times Roman 12-point font, etc.) is required for your final submission. All papers will be kept confidential. Only the professor will read them.

Additional Course Information / Requirements:

The course overview represents a schematic of potential topics to be discussed during class sessions and is intended to provide students with a basic framework of pertinent issues to be addressed during the course. These topics and their position in the accompanying schedule should be viewed as a general framework for our deliberations and should not be considered restricted to any specific class session. Although it is assumed the class will proceed in sequence with the course overview, the possibility of discussion overlap and schedule modification are reserved by the professor so as to promote a better and more comprehensive understanding of the materials. In the event of any significant changes to the course schedule, the professor will make every attempt to provide the students with advance notice of these changes. In addition, pertinent in-class case studies may be presented as a part of the learning experience.

Class attendance is expected and failure to attend class on a regular basis will adversely affect the final grade. Specifically, class participation is expected, encouraged, and essential, and will be based on attendance, which will be taken during each scheduled class meeting. **In order to be counted officially present for a specified class session, the student must be in attendance a minimum of one hour and forty-five minutes of the scheduled class block.** A student attending less than the specified time of the class session will be counted absent. However, it is understood that professional and personal responsibilities occasionally may cause you to be absent. Thus, each student will be granted one absence without penalty. Further absences will result in a deduction of ten (10) points from your final semester point total grade for each recorded class session absence. Birthdays and family outings are not excused absences.

As specified in the UTSA Student Attendance policy <<http://www.utsa.edu/hop/chapter5/5-9.htm>>, students may be dropped from the course with a grade of "F" for excessive absences. In the event that you are unable to attend class, please make every attempt to notify the instructor **prior** to the time of the scheduled class. Email or phone contact is preferred. If you are absent on due dates of assignments, please have your work submitted to the professor no later than the **beginning of the next scheduled class**. Unless previous arrangements have been made with the professor, or unusual circumstances occur, the submission of late assignments is strongly discouraged. It is my desire to return your papers to you within a reasonable amount of time after you have submitted them. Overdue assignments complicate the prompt return of student submissions and affects final grades (10% per each overdue class assignment per session). **Please do not submit your written work via email or fax.** Due to compatibility / legibility problems, submissions of your papers should be in **hard copy only**.

*** All cell phones are to be inactivated during class.** Messages may be checked at break or before and after class.

*** Should the need arise, it is the sole responsibility of the student to seek assistance from Student Disability Services or any other campus services and to promptly notify the professor of such action.**

*** A Student failing to attend class and subsequently planning to withdraw from the session is advised that it is his or her sole responsibility to successfully drop the class. In brief, unsuccessful and untimely student action taken to withdraw from the class will result in a final grade of "F" for the semester.**

*** As per guidelines distributed by the Office of the Provost, the following UTSA web link is made available to all students concerning university protocols and administrative services, which may impact participants of EDL 5303 during the semester. It is the responsibility of the student to access, read, and comply with pertinent sections contained therein.** <http://utsa.edu/syllabus>



SYLLABUS

UTSA ELPS Mission Statement

Educational Leadership and Policy Studies Department faculty conduct research and prepare diverse students to become effective transformational leaders and scholars in today's P-20 educational contexts. Essential aspects of our research and teaching include: critical praxis; responsiveness to local, national, and global community needs; equity; democracy; inclusive excellence; risk taking; social justice; and sustainability. We are committed to developing collaborative relationships with schools, higher education institutions, and other community organizations.

Instructor:

Bruce Barnett
University of Texas at San Antonio
College of Education and Human Development
Department of Educational Leadership and Policy Studies
501 César Chávez Boulevard
San Antonio, TX 78207

Office location:

Buena Vista Building 4.334; by appointment

Office Telephone/Fax #:

(210) 458-5413, FAX: (210) 458-5848

E-mail:

bruce.barnett@utsa.edu

Course Title:

EDL 5403 The Principalship: Educational Unit and Site Administration

Credits:

3

Semester:

Fall 2017 / Urban School Leaders Collaborative Cohort

CATALOG DESCRIPTION

Analysis of the principal's or comparable person's role and the requisite interaction with various referent groups. Emphasis is on administration of academic programs. Applicable to all levels of common school.

COURSE DESCRIPTION

This course is designed to prepare individuals to assume formal and informal leadership roles in schools. Students examine problems and issues inherent in the role of principal as well as strategies for managing and leading a school organization. Nine major themes are addressed in the course: (1) changing role of the principal, (2) principal as visionary, (3) role of the assistant principal, (4) principal as instructional leader, (5) principal as ethical leader, (6) principal as facilities manager, (7) principal as change agent, (8) principal as culture builder, and (9) principal as community leader.

STANDARDS FROM PROFESSIONAL ORGANIZATIONS

The courses offered by the Department of Educational Leadership and Policy Studies are designed to prepare individuals to serve as leaders of educational organizations. The learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, National Association of Elementary School Principals, National Middle School Association, National Association of Secondary School Principals, National Policy Board for Educational Administration, University Council for Educational Administration, and Interstate School Leadership Licensure Consortium. In addition, the following proficiencies for administrators developed by the Texas State Board for Educator Certification (SBEC) are emphasized:

1. **Learner-Centered Values and Ethics of Leadership**
 - Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions and behaviors
 - Implement policies and procedures that encourage all campus personnel to comply with Chapter 247
 - Model and promote the continuous and appropriate development of all learners in the campus community
2. **Learner-Centered Leadership and Campus Culture**
 - Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
 - Ensure that parents and other members of the community are an integral part of the campus culture
 - Utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff
 - Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture
 - Utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
 - Facilitate the collaborative development of a shared campus vision that focuses on teaching and learning
 - Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated
 - Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities
 - Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision
3. **Learner-Centered Human Resources Leadership and Management**
 - Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members
4. **Learner-Centered Communications and Community Relations**
 - Demonstrate effective communication through oral, written, auditory, and nonverbal expression
 - Utilize effective conflict management and group consensus building skills
 - Implement effective strategies to systematically gather input from all campus stakeholders
 - Develop and implement strategies for effective internal and external communications
 - Respond to pertinent political, social, and economic issues that exist in the internal and external environment

5. Learner-Centered Organizational Leadership and Management

- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem solving techniques to make timely, high quality decisions
- Develop, implement, and evaluate change processes for organizational effectiveness
- Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs

7. Learner-Centered Instructional Leadership and Management

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs
- Utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

COURSE OBJECTIVES

Based on individual readings, in-class individual and group activities, class discussions, guest presentations, and reflective exercises, students will:

- Acquire an understanding of the range of a principal's responsibilities and roles
- Develop strategies for vision development and create a vision statement for a school
- Comprehend the principal's role in developing a school culture that fosters a community of learners
- Identify the major issues experienced by new principals and assistant principals
- Develop managerial skills in areas such as resource use, delegation, planning, and decision making
- Improve skills in organization, prioritizing, judgment, sensitivity, and oral and written communication
- Recognize, understand, and analyze ethical dilemmas faced by principals
- Establish effective problem-solving approaches to address the issues facing the school principal

COURSE THEMES AND TOPICS

1. Changing Role of the Principal

Evolving expectations for principals
Effects of new roles on principals

2. Principal as Visionary

Personal vision for an effective school
Strategies for developing a shared vision
Vision, mission, and action planning

3. Role of the Assistant Principal

Origins of the role of assistant principals
Traditional tasks of assistant principals
Expanding the role of assistant principals

4. **Principal as Instructional Leader**
Instructional leadership models
Analysis of student assessment data
Principal's role in enhancing student performance
Accountability and the role of principal
5. **Principal as Ethical Leader**
Definition of ethics
Ethical leadership models
Ethical dilemmas of principals
6. **Principal as Facilities Manager**
Effective planning, organization, decision making, and delegation
Effective acquisition and use of resources
Problem analysis, using judgment and sensitivity
Maintenance and operational issues
Time management
7. **Principal as Change Agent**
Organizational change
Reactions of individuals to change
Barriers to organizational and personal change
8. **Principal as Culture Builder**
Methods of analyzing school culture
Ways to change school culture to focus on student performance
Principal's role in developing school culture
9. **Principal as Community Leader**
Skills for building a sense of community
Models of community leadership
Political influences in communities

STUDENT EVALUATION

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. These assignments will be evaluated using the following criteria:

1. Written assignments should: (a) be completed on time, (b) be free of grammatical errors, (c) be well organized and written, and (d) reflect all aspects of the assignment.
2. Class participation should be: (a) active and (b) relevant to the topic of discussion (see additional clarification below).
3. Oral presentations should: (a) be well organized, (b) be clearly and creatively presented, and (c) reflect all aspects of the assignment. **Students are encouraged to push the boundaries of creativity and take risks, rather than delivering traditional presentations.**

Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate to collect notes and materials. **Each student is allowed one**

excused absence. After this, each absence will result in a 3-point deduction from the course grade.

Class attendance and active participation are essential for learning. Class participation should be active and relevant to the topic of discussion, which includes:

- Asking informed questions
- Remaining focused on the topic
- Clarifying other peoples' ideas
- Actively listening to comments and building on other peoples' ideas
- Challenging ideas in a constructive and professional manner
- Providing leadership in group work
- Accepting responsibility for completing make-up work
- Completing assignments and being prepared for class discussions and activities

Assessment:

	<u>Points</u>
• Class participation	20
• Article presentation	10
• Instructional leadership assignment	
)- Outline #1 (part A)	10
)- Outline #2 (part A & B)	10
• Vision assignment:	
)- Outline (part 1)	10
)- Outline (part 1 & 2)	10
)- Revised outline (part 1 & 2)	15
)- Individual oral presentation	5
)- Shared vision paper	10
	<u>100</u>

Final grades will be assigned as follows:	
92-100 points	A
83-91 points	B
74-82 points	C
65-73 points	D
Below 65 points	F

Assignments must be submitted on the due date. Failure to complete the assignment on time will result in a 20% deduction of the point value of the assignment. All assignments must be completed on a word processor or computer using 12-point size New Times Roman font and double-spaced. Hard copies of assignments should be turned in on the due date.

1. Class Participation and Preparation (20 points)

Besides the guidelines listed above for class participation, when reading the assigned articles, students should be prepared to discuss the following topics:

- The authors' most significant points
- The practical relevance of the authors' ideas
- Your personal critique, concerns, or disagreements with the authors' ideas

2. **Article Presentation** (10 points)

Students will work with other class members to present an article from the reading packet dealing with a course theme.

3. **Instructional Leadership Assignment** (20 points)

Using Texas Academic Performance Report data from their schools, students will identify areas for improvement and develop teaching and leadership strategies for implementing and assessing these interventions.

4. **Vision Assignment** (50 points)

Individual students will prepare written outlines describing their vision of an ideal school and a reflective analysis and orally present their vision to their work team members. In addition, work teams will identify the common elements of their shared vision, how they will ensure this vision is implemented, and evidence the vision is being achieved.

ACCOMMODATIONS

Students with disabilities must be registered with UTSA Student Disability Services (MS 3.01.16, 210-458-4157) in order to receive support services. If accommodations related to a disability are required, students should make an appointment with the instructor to discuss his/her needs. For more information, see: <http://www.utsa.edu/disability/>

AUDIO TAPING POLICY

It is impermissible to tape class sessions unless students have a registered disability with the UTSA Office of Disability Services (see above).

ELECTRONIC DEVICES

All electronic devices should be turned off (cell phones should be on vibrate) during class to minimize disruptions.

UNIVERSITY POLICY ON STUDENT CLASSROOM CONDUCT

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct. Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

POLICY ON CHEATING

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. (See section IV of the UTSA Faculty Handbook, pages IV-31 ivi.) Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: <http://www.utsa.edu/infoguide/appendices/b.html>

REQUIRED READINGS

Articles, handouts, and inventories are posted on Blackboard Learn by course theme.

BLACKBOARD LEARN

All course materials for EDL 5403 are located on Blackboard Learn. **Please print the handouts for each theme and bring them to class.** Access Blackboard via the following website: <https://learn.utsa.edu>. If you need assistance, please call 458-5555.

ROADRUNNER CREED AND HONOR CODE

Roadrunner Creed (<http://utsa.edu/about/creed/>)

Honor Code (<http://faculty.business.utsa.edu/rsandova/UTSA/Honor%20Code.htm>)

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes deemed necessary and/or appropriate and will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.



THE UNIVERSITY OF TEXAS AT SAN ANTONIO™

Instructor: Juan Manuel Niño, Ph.D.
Educational Leadership and Policy Studies
Buena Vista 4.320 210-458-5840 (office)
Juan.nino@utsa.edu 210-458-5848 (fax)
Office hours: By appointment

**Syllabus: EDL 5503 Administration and
Function of Special Programs –USLC SB**
Term: Spring 2017 (01/09/17 – 05/09/17)
Room: EISD Fine Arts Academy – Recital Hall
Dates: W, 5:00 pm – 9:30 pm

EMERGENT SYLLABUS

This Syllabus is provided for informational purposes only regarding the anticipated course content and schedule of this course. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

ELPS MISSION STATEMENT

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

COURSE DESCRIPTION

This course is designed to prepare individuals to assume formal and informal leadership roles in instructional designs for special programs in schools. As such, students will learn the identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education.

COURSE OBJECTIVES

Through this course, you will:

- Investigate the needs of special student populations and programs, and identifying the best instructional practices for students in these programs;
- Enhance their knowledge base of special instructional programs by understanding how integrated comprehensive services (ICS) and social justice leadership practices support all learners; and
- Be provided with opportunities for professional growth and development through field experiences and practical applications such as conducting campus equity audits and interviewing administrators and teachers at district and campus levels.
- Apply theoretical knowledge to a local school/community context.
- Collaborate with peers, providing support through guidance, feedback, and reflective activities.
- Become more *proficient* in APA style.

COURSE READINGS

All required readings will be posted on Blackboard:

Skrila, L., McKenzie, K., Scheurich, J. (2009). *Using Equity Audits to Create Equitable and Excellent Schools*.

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press. ISBN: 978-0-7619-3178-2

Blackboard/LEARN

The communication tools within Blackboard will be used for on-line course requirements. It is the student's responsibility to access this system to obtain and submit the required documents. The instructor reserves the right to add or delete content as necessary.

Supportive Text:

American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement.....	10 points maximum
Community Audit	25 points
Written Analysis (5 Sections).....	25 points
Equity Audit Discussion	10 points
Blackboard Discussions	5 points
Statement of Purpose	10 points
Reflective Journal	15 points

Maximum Total Points

100

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Grading	
A	<ul style="list-style-type: none"> ▪ Student attends and is engaged in at least 90% of class sessions in their entirety. ▪ As a part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in critical reflection in individual and group settings ○ Provides thoughtful and constructive feedback to peers ▪ (S)he completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is well organized, clear, concise, and illustrates critical thinking and analysis; ○ Uses APA style appropriately; is grammatically sound; and a pleasure to read
B	<ul style="list-style-type: none"> ▪ Student attends and is engaged in at least 80% of class sessions in their entirety. ▪ As a part of participation and engagement: <ul style="list-style-type: none"> ○ Occasionally engages in critical reflection in individual and group settings ○ Provides mostly thoughtful and constructive feedback to peers ▪ S(he) completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is somewhat organized, mostly clear and concise, and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.
C, D, F	<ul style="list-style-type: none"> ▪ Student attends and is engaged in less than 80% of class sessions in their entirety. ▪ As part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in surface level reflections in individual and/or group settings ○ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to building a collaborative learning community ▪ S(he) does not complete at least two assignments on time. <ul style="list-style-type: none"> ○ Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

Incompletes: Incompletes will not be given for this course.

COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings and advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and **two (2) or more absences across the semester may warrant a failing grade for the course.**

NOTE: 1 absence no penalty, 2 absences = 1 letter grade off the final grade, 3 absences = fail
****Missing the last 2 days of class counts as 2 absences for each day missed.**

It is the student's responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course will require you to work with an assigned group of students in this course who have similar and/or research interest in- mind. It is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day's class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text- chat.

Course evaluations during the Spring 2017 semester will be conducted during April 3 –17, 2017. You will receive an email with a link to the course evaluation for the course during this time.

****Completion of this instrument is a component of the participation for this course** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

Policies

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please let me know before class.

Communication: Email is the best way to reach me and I will do my best to return your email within 48 hours of receiving it (excluding weekends).

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your UTSA email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only

Assignment Format: All assignments are to be submitted electronically and hardcopy and in a Word File with APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers ought to be double-spaced in 12 pt font (Times New Roman, preferred) with 1" margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student's name, for example: JMNiño- Reflection 1.doc**

The UTSA Writing Center: The UTSA writing center is a wonderful resource provided free of charge to all UTSA students. Students are able to submit samples of writing projects to the center for independent tutoring, review and/or critique. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at UTSA, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.
<http://utsa.edu/twc/>

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

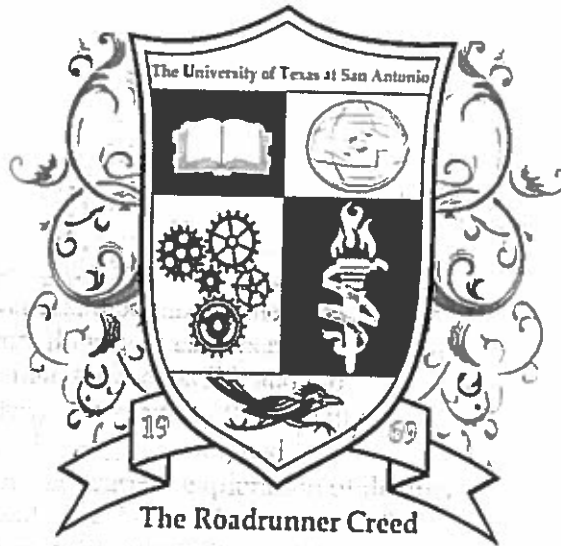
Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP. Given that this course is only four weeks long, you may be asked to consider dropping this course if you miss 2 or more classes.

Accommodations: The University of Texas at San Antonio seeks to provide reasonable accommodations for all qualified individuals with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required in order to afford equal educational opportunity. It is the student's responsibility to register with Disability Support Services (210.458.4157), located at MS 3.01.16, and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

UTSA's Academic Honesty Policy. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. All work included in students' assignments must be given credit to original source. An assignment that is questionable will be investigated and subject to disciplinary actions recommended under The University of Texas at

San Antonio Honor Code. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Appendix B, Sec. 203. Students who are unfamiliar with the University's Honor Code policy should review: <http://www.utsa.edu/infoguide/appendices/b.html#sd>

The University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.



**As a Roadrunner,
I will:**

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

Statement of Authorship

The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

COURSE ASSIGNMENT DESCRIPTIONS

Community Profile and Assets Map

25 points

You will identify a school and a surrounding community that you will study for the duration of the course. You are expected to use the readings and theories presented in class to gather, frame, and analyze data in order to re-tell the story of the people, the institution, and the community. Some time will be provided in class for you to work on the project and gain feedback from other peers. You will utilize a systematic process to engage in action research related to the community and school. You will present findings through papers and a digital story presentation.

As a group, students will work to build an overall profile of the school's community. You will gather information from both traditional (1-2 interviews) and non-traditional sources (artifacts, documents, photos) in an attempt to dig beyond conventional measures of characterizing a community to uncover assets within. Possible areas of study include: history of the community (noting demographic changes over time and reasons for change), major events or individuals that have impacted community, human/intellectual capital (ex. educational attainment rates of residents, postsecondary institutions), social infrastructure (ex. city and county assets, religious and civic organizations), and financial capital (ex. businesses, community investments). As part of developing this community profile you will create a community assets map as well as a paper to report the information you have gathered. (5-6 pages, excluding references, tables, graphs, or maps)

Written Analysis for 5 Sections

25 points

Each student will gather information to complete an equity audit for the assigned school. A spreadsheet with required sections will be available electronically on Blackboard. Student will complete all required sections using information found in the campus TAPR report, PBMAS, campus website, district website, on-line data, interviews with administrators, teachers and support staff. Refer to **Appendix A** for more information on class project.

As part of the equity audit, students will be assigned in groups and will be expected to collect data for each of the five sections required in the equity audit. Five sections include: General and Social Class Data and Analysis; Race and Ethnicity Data and Analysis; English Language Learners (ELL) and Bilingual Data and Analysis; (Dis)ability Data and Analysis; and Sexual Orientation and Gender Identity. Each group will write a 5-6 page analysis of their assigned section as specified in **Appendix B**.

Readings and Audit Discussions

10 points

Each week a group will be assigned to lead a discussion on the literature read for the week centered on equity, access and instructional programs. Students will need to read Skrla, et. al (2009) book and be prepared to lead discussion to include the data collected for their equity audit section. Additionally, interview protocols and guiding questions are included in **Appendices E, F and G**.

Blackboard Discussions

5 points

On-line Discussion: Students will always engage in reactions to Frattura and Capper (2007) chapters and responses to each other via our online system, Blackboard/Learn. Students, will read assigned chapters each week and each student will post a reaction and response to one other

student's initial reaction. There are 4 sections (cornerstones). Section 1, chapter 1-4. Section 2, chapters 5-7, Section 3, chapters 8-11 and Section 4, chapters 12-15. These chapters are posted on blackboard (not necessarily in order). Discussion group leaders will be assigned (See Appendix C).

Reflective Journal

15 points

As part of the USLC experience, students will reflect and document on how lived personal moments have influenced, shaped and challenged the person of today. Each student will be required to post an entry reflecting on what had been learned during the week. Students are encouraged to provide as much information as possible as these entries will be used to support the reflective learning process as an adult learner. Entries should be complex and reflective of the assigned articles/topic discussed in class; therefore, it is encouraged that students begin their journal entries shortly after class is concluded. Entries will be evaluated on depth not breath of topic.

Statement of Purpose

10 points

Students will revisit their statement of purpose written for admission to USLC program. Students will follow guiding questions to revise statement and submit for an assignment.

Participation **

10 points

Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. They will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to **listen openly to different views and respectfully engage when disturbed or disagree**. The instructor will note each student's participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. **Keep in mind if you are absent, you cannot participate and your participation grade will be affected.**

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.

EDL 5503 – Spring 2017
Course Overview and Calendar – Tentative

Week:	Topic	Readings & Assignments
01/11 Week 1	Introduction Review of Course Syllabus	
01/18 Week 2		
01/25 Week 3	Discussions of Readings: Using Equity Audits, Skrla, et. al (2009)	Readings: <i>Skrla et al. (2009), Ch. 1-3</i> Campus TAPR report needed
02/01 Week 4	On-Line Discussion: Frattura and Capper (2007). Introduction and Cornerstone 1. Core Principles: Focusing on Equity.	<i>All students post an initial reaction to the readings by Saturday 2/4, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by 2/5, 11:59pm.</i>
02/08 Week 5	Discussion of Equity Audits: <ul style="list-style-type: none"> • General Data • Discipline Discussion leaders: Group #1	Readings : <i>Skrla et al. (2009), Ch. 4-6</i> Statement Paper Due
02/15 Week 6	On-Line Discussion: Frattura and Capper (2007). Cornerstone 2. Establishing Equitable Structures: Location and Arrangement of Educational Services.	<i>All students post an initial reaction to the readings by Saturday 2/18, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by Sunday 2/19, 11:59pm.</i>
02/22 Week 7	Discussion of Equity Audits: <ul style="list-style-type: none"> • Class Structures • Race and Ethnicity Discussion leaders – Group #2	Readings : <i>Skrla et al. (2009), Ch. 7-9</i>
02/28** Week 8 (Tuesday)	On-Line Discussion: Frattura and Capper (2007). Cornerstone 3. Providing Access to High Quality Teaching and Learning: Building Teacher Capacity and Curriculum and Instruction.	<i>All students post an initial reaction to the readings by Saturday 3/4, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by Sunday 3/5, 11:59pm.</i>

03/08 Week 9	Discussion of Equity Audits: • ELL and Bilingual <i>Discussion leaders – Group #3</i>	<i>Readings :</i> <i>Skrla et al. (2009), Ch. 10-12</i>
03/15	SPRING BREAK	
03/22** Week 10	On-Line Discussion: Frattura and Capper (2007). Cornerstone 4. Implementing Change: Funding and Policy.	<i>All students post an initial reaction to the readings by Saturday 3/25, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by Sunday 3/26, 11:59pm.</i>
03/29** Week 11	Discussion of Equity Audits: • (Dis)ability (Sp. Ed) • Gifted Education (GT) <i>Discussion leaders – Group #4</i>	<i>Readings :</i> <i>Reid & Knight (2006).</i> <i>Ford, Grantham & Whiting (2008)</i> <i>Moll, Amanti, Neff & Gonzalez (1992)</i>
04/05 Week 12	On-Line Discussion: Warren, Hong, Rubin, & Uy (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools.	<i>All students post an initial reaction to the readings by Saturday 4/8, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by Sunday 4/9, 11:59pm.</i>
04/12 Week 13	Discussion of Equity Audits: ▪ Gender and Identity ▪ CTE <i>Discussion leaders – Group #5</i>	<i>Readings :</i> <i>Hernandez & Fraynd (2014).</i> <i>Marshall & Hernandez (2012)</i> <i>Warschauer, Knoebel & Stone (2004)</i>
04/19 Week 14	On-Line Discussion: Block, P. (2008). The Fragmented Community and its Transformation...	<i>All students post an initial reaction to the readings by Saturday 4/22, 12:00 noon. After all students have posted a their initial reaction you will then respond to one other student's reaction by Sunday 4/23, 11:59pm.</i>
04/26 Week 15 (Complete Evening)	Discussion of Community Audits: Historical Context, Human/Intellectual Capital and Assets Map Analysis <i>Discussion leaders – Group #6</i>	<i>Readings :</i> <i>Wyman & Kashatok (2008)</i> <i>Foley (2008)</i> <i>Bonilla-Silva & Dietrich (2011)</i>

05/03 Week 16	AERA Conference	Reflective Journal Due 5.01.17 – post on Blackboard
05/10 Week 17	Last Day of Class Course Wrap Up	Campus and Community Audit Due

Appendix A

Campus Equity Audit

Instructions: A spreadsheet with the required sections will be available electronically on Blackboard/LEARN. Complete all required sections using information found in your campus TAPR report, campus website, district website, on-line data portals, interviews with administrators and teachers, and other school and district personnel. *A 3-4-page analysis/interpretation of each section is required.*

General and Social Class Data and Analysis Status of Labeling at Your School

- Discipline Data
- General Achievement Data
- Social Class
 - #10 of this section: Social Class Data Analysis
- Race and Ethnicity Data Analysis
 - #13 of this section.
- ELLs and Bilingual Data Analysis
 - #14 of this section.
- (Dis)ability Data and Analysis
 - #11 of this section.
- Gender Data and Analysis
 - #13 of this section.
- Sexual Orientation and Gender Identity Data and Analysis
 - #16 of this section.

Appendix B

Pre-analysis Instructions

Collect data: Complete the **Campus Equity Audit spreadsheet** using data from your campus Texas Academic Performance Report.

Written Analysis Guidelines

- Three to four-page, double-spaced, 12 point font, Times New Roman
- Cite a minimum of 4 sources (principal, director, teacher, counselor, etc.) with at least 4 readings from the course.
- Use appropriate APA style throughout the essay when citing research articles and additional sources.
- Include a reference page of the sources cited in correct APA style.

Written Analysis Format

I. Introduction

II. Discussion

What were the major findings from this section of the Campus Equity Audit?
How are these findings related to course readings?

III. Reflection

In which ways will this knowledge influence your professional practice either in your current position or thinking ahead as an administrator?

Identify at least 2 leadership recommendations you would make based on your findings that could improve campus equity and/or student achievement.

IV. Conclusion

Appendix C

Discussion Group Leaders

Group 1 General Data/Discipline	Group 2 Social Class, Race and Ethnicity	Group 3 ELLs and Bilingual	Group 4 (Dis)ability/ GT	Group 5 Gender and Identity/CTE	Group 6 Community Assets and Mapping
Harlandale/SW School					
Roseann G.	Maribel H.	Scott J.	Darlene R.	Debbie J.	Laura
Edgewood ES					
Maria A.	Andrea A.	Julian B.	Esther C.	Dawn C.	JoAnn L.
Edgewood MS					
Larry M.	Melissa M.	Jorge M.	Rebecca M.	Goldie R.	Rebecca R. & Isela T.
Edgewood HS					
Lauren R.	Esther R.	Rita R.	Lindsey S.	Donnie S.	David S. & Dora U.

Appendix E
Questions for Administrator Interview

Part I – Demographic Information

- a) School level (circle one): Elementary Middle School High School Main Office
- b) Date/Time of Interview _____
- c) Administrator's Gender: Female Male

Part II – Interview Questions

How do you demonstrate your support to the students in special instructional programs (EC, BE, SPED, GT, and/or CATE)?

How do you demonstrate your support to the teachers in those programs?

What do you do to prepare for a formal observation of a special programs' classroom?

What are the best teaching practices that you look for when observing a special programs' classroom?

How is the professional development for special programs' teachers selected?

Appendix F
Questions for Teacher Interviews

Part I – Demographic Information

- a) School level (circle one): Elementary Middle School High School
- b) Grade level: _____ c) Date/Time of Interview _____
- d) Circle gender: Female Male

Part II – Interview Questions

1. Why did you decide to teach in this program?
2. Tell me about the curriculum designed for the students in this program.
3. What type of assessments must students in this program complete?
4. What type of professional development activities have been the most helpful for you?
Why?
5. In which ways do you work with general education teachers and/or teachers in other special instructional programs?
6. As a future campus administrator, what are the Top 3 things I should do to support the teachers and students in this program?
 - a.
 - b.
 - c.

Appendix G Campus Equity Audit Reflections Guiding Questions

Social Class

10. Social Class Data Analysis

- What do these social class data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Race and Ethnicity

13. Race and Ethnicity Data Analysis

- What do these race and ethnicity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

English Language Learners

14. ELL and Bilingual Data Analysis

- What do these ELLs data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Students with Disabilities

11. (Dis)ability Data Analysis

- What do these special education data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Gender

13. Gender Data Analysis

- What do these gender data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Sexual Orientation and Gender Identity

16. Sexual Orientation Data Analysis

- What do these sexual orientation and gender identity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

EDUCATIONAL LEADERSHIP 5703.OF1
LEGAL FOUNDATIONS IN EDUCATION
FALL 2017

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate, and I will make my best efforts to communicate any changes to the syllabus in a timely manner. Please note that students are responsible for being aware of these changes.

Location & time

Instructor information & course description

Textbook information

Course requirements & evaluation

Miscellaneous information

LOCATION AND TIME: T 5:00 PM – 8:55 PM
August 22, 2017 – December 6, 2017 (including web-enhanced activities)
Three semester credit hours
San Antonio ISD—Navarro Campus

INSTRUCTOR INFORMATION & COURSE DESCRIPTION

Instructor	David P. Thompson, Ph.D.
Office	FS 4.520
Office hours	M 10:00 AM – 2:00 PM, or by appointment
Telephone	210.458.6821 (O) 210.289.7552 (C) (preferred contact by phone or text)
FAX	210.458.5848
Email	david.thompson@utsa.edu
Internet	http://education.utsa.edu/faculty/profile/david.thompson@utsa.edu

COURSE DESCRIPTION: Survey of current legal basis and practices in the policy administration of education and review of significant court decisions pertaining to educational operations. Emphasis on rights and responsibilities of teachers and students and legislation related to multicultural institutional operations.

An additional purpose of this course is to examine the legal framework of education in this nation, including the United States and Texas Constitutions, Federal and Texas statutes, and landmark court cases that control the operation of schools.

SPECIFIC OBJECTIVES: More specifically, at the end of this class, students will:

1. Understand and articulate how the American and Texas legal systems affect public schools;
2. Develop an appreciation of the impact of the U.S. and Texas legal systems and how these systems influence public education;
3. Understand and articulate the governance (state, federal, and local) of the Texas public education system;
4. Understand and apply provisions from the U.S. Constitution and Texas Constitution to school legal problems;
5. Understand and apply case law to school legal problems;
6. Understand and apply state, federal, and local legal provisions to school legal problems;
7. Become proficient at researching a legal problem and applying this knowledge to analyzing and solving school legal problems;
8. Understand and implement policies and procedures that encourage all campus personnel to comply with the Code of Ethics and Standard Practices for Texas Educators;
9. Understand relevant provisions of the Texas Education Code and Texas Administrative Code;
10. Understand and apply local, state, and federal legal issues which support sound decisions;
11. Understand legal and ethical implications related to school operations;
12. Model and promote the highest standard of conduct, ethical principles, and integrity in decision-making;
13. Implement legal strategies for the recruitment, selection, and assignment of campus staff;
14. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; and
15. Use, *inter alia*, legal requirements as a basis for campus curriculum planning.

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REQUIRED TEXTS:

1. Dayton, J. (2012). *Education law: Principles, policies, and practice*. Wisdom Builders Press. Available from Amazon at <http://amzn.to/ZwxEto>. ISBN 978-1470063214. (D)
2. Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law* (8th ed.). Austin, TX: University of Texas Press. ISBN 978-0-292-76084-4 (WKM)
3. The Texas Statutes.
4. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author. (online version)

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COURSE REQUIREMENTS AND EVALUATION

Quizzes (20% of final grade)

Six quizzes will be given as shown in the class meeting schedule. The quizzes will be given on Blackboard Learn. The quizzes will be 60 minutes in length, will consist of from 10 to 20 objective questions (true-false, multiple choice, etc.) and will cover key concepts from the Dayton and WKM readings for that class session or those class sessions. The lowest two quiz grades will be dropped, and the quiz average will count 20% toward the final grade. Quizzes are open book and notes but are not collaborative. The table below displays the quiz schedule for the semester.

Quiz No.	Start date	Start time	End date	End time	Class(es) covered
1	9/14/17	4:00 PM	9/19/17	4:00 PM	2 & 4
2	9/28/17	4:00 PM	10/3/17	4:00 PM	6
3	10/12/17	4:00 PM	10/17/17	4:00 PM	7-8
4	10/19/17	4:00 PM	10/24/17	4:00 PM	5 & 9
5	11/9/17	4:00 PM	11/14/17	4:00 PM	11
6	11/30/17	4:00 PM	12/5/17	4:00 PM	12 & 14

Final examination (20% of final grade)

A final exam will be given as shown in the course schedule. This exam will be administered via Blackboard, will be from 4-5 essay questions in format, and will be take-home and "open book" (including course materials, handouts, etc. [but not collaborative in nature]). The purpose of this exam is to give you the opportunity to apply the concepts learned in class to real-life legal scenarios presented in the exams. The following provides the dates that the exams will be available.

- Final exam: Distribute 11/14/17 at 9:00 PM, due NLT 11:59 PM 12/11/17.

There is no time limit to complete the exam, as long as it is submitted by not later than the time and date noted above. The final exam is open-book/notes, but is **not collaborative in nature**.

Case critiques (20% of final grade)

Each student will prepare and present to the class one case critique from the table of cases that is provided. Please see the guidelines and sample critique in the course menu of Blackboard Learn for further information. The case critique will comprise 20% of the final grade. The case critiques will be due on the date that is posted in the "Cases for Critique" attachment in Blackboard. Please use Microsoft Word when writing your critiques and, when submitting your case critique, please post in the "Case Critiques" topic area of Blackboard Learn discussions.

Policy analysis papers (20% of final grade)

Working either singly or in groups of up to 3, each person/group will write a "white paper" analyzing and making recommendations for improvement of an existing district policy, procedure, or handbook provision. This paper will count 20% of the final grade. Please see Blackboard Learn for more information on this exercise.

Individual application assignment

Working individually, each student will attend a SAISD school board meeting and prepare a write-up of this meeting according to the guidelines found in Blackboard Learn. This exercise will count 20% toward the final grade. Please see Blackboard Learn for information on this exercise.

MISCELLANEOUS PROVISIONS

Attendance/Make-up work

Class attendance is crucial. Because I understand that professional responsibilities might necessitate you missing a class, I will grant one absence from "in-class" class without penalty. Further absences will result in a deduction of seven and one-half (7.5) points from your final numerical grade, unless the absence results from and is verified in writing for one of the following reasons: (i) Participation in a required/authorized university activity, (ii) Verified illness, (iii) Death in the student's immediate family, (iv) Obligation of a student at a legal proceeding, or (v) Religious holy day observance. As specified in the UTSA Student Attendance policy, students may be dropped from the course with a grade of "F" for excessive absences.

All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and email me the assignment on or prior to the due date.

All assignments are to be submitted electronically via Blackboard Learn.

In general, the following numerical scale will be used to determine letter grades: A, 90-100%; B, 80 to less than 90%; C, 70 to less than 80%; D, 60 to less than 70%; F, less than 60%. Elevating borderline numerical grades to the next higher letter grade is done at the instructor's discretion.

Scholastic Dishonesty/The Roadrunner Creed

Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including

the possibility of failure in the course and dismissal from the University (Please see "Scholastic Dishonesty" from the UTSA Handbook of Operating Procedures. According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

The Roadrunner Creed, as part of the academic honor code, is also incorporated by reference into this document. Further information on the Creed can be found at <http://www.utsa.edu/about/honorcode/>.

Class participation

In order for this class to work, it is vital that each of you keep up with the readings so that our discussions are rich. Thus, don't be hesitant to participate. THERE ARE NO STUPID QUESTIONS IN SCHOOL LAW--YOUR CLASSMATES WILL UNDOUBTEDLY HAVE SIMILAR QUESTIONS, SO FIRE AWAY! TAKE CHANCES, GET MESSY! There is only one sacred ground rule for class discussions--*STUDENTS WILL RESPECT THE VIEWPOINTS OF ALL CLASS MEMBERS*.

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945, in order to receive support services and accommodations from the instructor. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

Audiotaping of Classes

Students may audiotape classes with prior verbal instructor permission. Audiotaping will not be permitted when discussing exams and/or other graded course requirements.

Children in Classes

As harsh as it may seem, graduate school is for graduate students. Unless your child(ren) has(ve) been admitted as a graduate student and has(ve) registered for this class, he/she (they) may not attend class. Thanks for your understanding.

General Provisions

In addition to the provisions of this syllabus, students are responsible for the provisions found in the UTSA Graduate Catalog (<http://catalog.utsa.edu/graduate/>) and the Information Bulletin of UTSA (<http://catalog.utsa.edu/informationbulletin/>), which are incorporated by reference into this document.

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**EDL 6013 Supervision Teaching Learning Process
Course Syllabus – SS1 2017**

ELPS MISSION STATEMENT

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

Contact Information

Instructor: Evangeline Aguilera, Ed.D.

Educational Leadership and Policy Studies
Buena Vista Rm. 4.346

Office: 210-458-8783, Fax: 210-458-5848

vangie.aguilera@utsa.edu

Office hours: By appointment

Course Goals and Objectives

Principal Certificate Standards. The knowledge and skills identified in this course serve as part of the curricula used for developing the examinations required to obtain the standard Principal Certificate.

Leading Learning. The principal:

- prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the needs of their diverse student populations;
- monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

- o ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Course Materials

Theoharis, G. (2012). *What Every Principal Needs to Know to Create Equitable and Excellent Schools*, New York, NY: Teachers College Press. ISBN: 978-0-8077-5353-8

Other readings assigned and posted on Blackboard

Course Format

Class will meet twice a week from 5:00 pm to 9:30 pm beginning June 5, 2017 and ending June 30, 2017. The course will be web-enhanced with activities completed through Blackboard Learn. There will be readings due prior to every class meeting and there will be discussions of the readings during class. Activities will be completed individually, as a group and online.

Communication Plan

Email is the best way to reach me and I will do my best to return your email within 48 hours of receiving it (excluding weekends). You may be required to engage in individual conferences with the instructor. These conferences may take place during specified/alternate office hours.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP. Given that this course is only eight weeks long, you may be asked to consider dropping this course if you miss 2 or more classes.

Technology – Blackboard and Email

All assignments are to be uploaded onto Blackboard before the start of class on the due date unless specified otherwise. Additional readings will be posted on Blackboard; hard copies will not be provided in class. Access your UTSA email on a regular basis, as course announcements and resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

Technology Requirements and Tech Support

- Basic computer skills and internet access
- Supported web browser: Internet Explorer, Firefox, Safari, or Chrome.
- Run the Blackboard Browser Check. Download and install all required plugins.

OITConnect provides general technical support for issues such as browser configurations and installing plugin required to ensure Blackboard runs accurately.

- Call OITConnect (preferred method) 210.458.5555.

- Send an Email: OITConnect@utsa.edu.
- Review the [Blackboard Learn help information](#).
- Visit a [UTSA Student Computing Services Lab](#).

Grading Information

Activity	Quantity	Total Points
Participation and Engagement	Each class period	10
Case Study Critique 30-day entry point	In-class activity	10
Discussion Board	Posting by Thursday @noon followed by 2 responses by Sunday @10 PM	15
Action Plan - one year plan	Group presentation	40
Leader as Learner Journal	Daily practice and share with class throughout the course. Minimum of 3 entries per week Week resets on Sunday @10PM	25
Total		100

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Grade	Expectations
A	<ul style="list-style-type: none"> ▪ Student attends and is engaged in at least 90% of class sessions in their entirety. ▪ As a part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in critical reflection in individual and group settings ○ Provides thoughtful and constructive feedback to peers ▪ Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is well organized, clear, concise, and illustrates critical thinking and analysis; ○ Uses APA style appropriately; is grammatically sound; and a pleasure to read
B	<ul style="list-style-type: none"> ▪ Student attends and is engaged in at least 80% of class sessions in their entirety. ▪ As a part of participation and engagement: <ul style="list-style-type: none"> ○ Occasionally engages in critical reflection in individual and group settings ○ Provides mostly thoughtful and constructive feedback to peers ▪ Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is somewhat organized, mostly clear and concise, and occasionally illustrates critical thinking and analysis; ○ APA style is loosely adhered to at best; has some grammatical errors.
C, D, F	<ul style="list-style-type: none"> ▪ Student attends and is engaged in less than 80% of class sessions in their entirety. ▪ As part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in surface level reflections in individual and/or group settings ○ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to building a collaborative learning community ▪ Student does not complete at least two assignments on time.

	<ul style="list-style-type: none"> Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.
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Incompletes: Incompletes will not be given for this course.

Course Expectations & Policies

Engagement and participation are requisite components of the course, and involve both in and out of class activities. Each student is expected to actively contribute to each class discussion by making connections to the assigned readings and their work experiences. They will be prepared, forthcoming in sharing of their own ideas, and considerate of the ideas shared by others.

Participation is evidenced by thoughtful reflection on assigned readings and advances the learning of the whole group in relation to the topic/s under study. Keep in mind if you are absent, you cannot participate and your participation grade will be affected.

Students are expected to complete assigned readings and activities prior to class, and be prepared with discussion issues and questions related to the readings. Bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade. It is the student's responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Late or missed assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Group work: Some of the assignments of this course will require you to work with an assigned group of students in this course who have similar and/or research interest in mind. It is expected that you will meet with your group outside of class. You are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text- chat.

Policies

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out, please let instructor know before class.

Assignment Format: All assignments are to be submitted electronically and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be given to citations and reference pages. Papers ought to be double-spaced in 12 pt. font (Times New Roman, preferred) with 1" margins.

Campus & Online Resources

The Writing Center: The Writing Center supports all students. Visit TWC at the Main Campus in the JPL building (2.01.12D) or at the Downtown Campus in the Frio Street Building (FS 4.432). TWC also offers online tutoring. To make an appointment, go to the [TWC website](#) and register for our online scheduling system, WOnline. Once registered, you can see our schedule and make appointments. Walk-ins must also register before seeing a tutor. If you have any questions about TWC's scheduling system or about the tutoring process, please call the Writing Center at (210)458-6086 or email martha.smith@utsa.edu.

UTSA Library: Access [UTSA Library resources](#) with your myUTSA ID (abc123) username and password.

Library Tutorials for Research: This course will require you to review, evaluate and synthesize literature, as well as use proper APA citations. If you need some help, feel free to visit the library at Main or Downtown Campus. There are also online tutorials that can help.

Google Scholar: Google Scholar is also a great resource for conducting literature reviews.

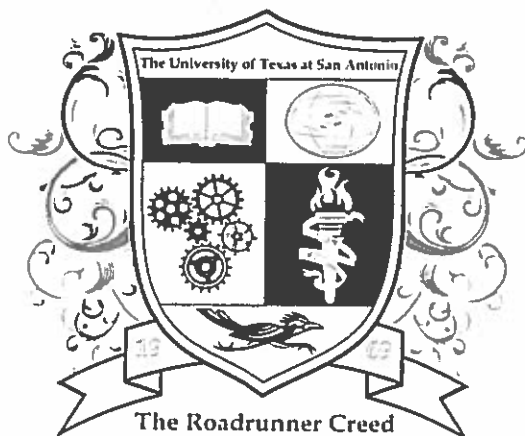
Counseling Services: Counseling Services provides confidential, professional services to help meet the personal and developmental needs of currently enrolled students. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services website or call (210) 458-4140 for Main Campus and (210) 458-2930 for Downtown Campus.

Tutoring Services: Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the Tutoring Services webpage or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

Academic Honesty

Students are responsible for learning and understanding the UTSA policy on academic misconduct. Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct. Information Bulletin Appendix B, Sec. 203

Roadrunner Creed



As a Roadrunner I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

Disability Services

The University of Texas at San Antonio, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. It is the student's responsibility to provide documentation of disability to UTSA Disability Services Office and meet with a counselor to request special accommodation before classes start. Only those students who have officially documented a need for an accommodation will have their request honored.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found through Student Disability Services at the Main Campus (210) 458-4157 or the Downtown Campus (210) 458-2945.

Campus Carry

Pursuant to HOP 9.48, Carrying of Concealed Handguns on Campus, my private office (BV4.346) is a designated exclusion zone. As set out in Section 30.06, Penal Code (trespass by license holder with a concealed handgun), a person licensed to carry a Concealed Handgun under Subchapter H, Chapter 411 Government Code (handgun licensing law), may not enter this property/office with a concealed handgun.

De conformidad con HOP 9.48, Llevar Armas de Fuego Encubiertas en el Campus, mi oficina privada (BV 4.346) es una zona designada de exclusión. Conforme a la sección 30.06 del código penal (entrar sin autorización portando armas de fuego) personas con licencia bajo del subcapítulo H, capítulo 411, código de gobierno (ley de portar armas), no deben entrar a esta propiedad portando un arma de fuego.

Campus carry policy for UTSA

Privacy & Netiquette

Blackboard Learn software automatically stores course access records, quiz scores, email postings, discussion postings, and chat room conversations. Ensure your communications adhere to the netiquette policy - an informal code of conduct that most people follow on the Internet. Often people who break the code become the victims of flame responses. Netiquette includes not sending email or posting messages in ALL CAPS, avoiding too many exclamation points, or asking repetitive questions in forums that have already addressed the topic or have FAQs posted. Sending spam is also a violation of netiquette. You're not legally obligated to follow proper netiquette, but you will have an easier time communicating with others over the Internet if you do.

Changes

The syllabus is subject to change at the discretion of the instructor. Changes will be communicated via Blackboard. It is your responsibility to check Blackboard for updates to the syllabus, the course materials, assignment dates, or other changes.



**EDL 6942 & EDL 6941
PRACTICUM IN EDUCATIONAL ADMINISTRATION**

FALL 2016 & SPRING 2017

The practicum courses EDL 6942 & EDL 6941 will be comprised of 4 components to assist you in preparing for engaging in educational leadership capacities. Through these courses you will engage in experiences designed to provide you with an opportunity to internalize and articulate an administrative experience to better prepare you for your future as an educational leader.

COURSE: 6942 & EDL 6941

Instructor: Curtis Brewer PhD

Office: BVB 4.344

Phone: 210-458-5404

Cell: (512)-636-0713*

EMAIL: Curtis.brewer@utsa.edu

Place & Time: 8:00 am-: 12:00 pm 8/27/16, 10/1/16, 11/5/16, 12/3/16.

Prerequisites: Admissions to graduate program and Course Plan signed by advisor.

Portfolio

The following materials will comprise the digital portfolio. Please organize the files in the following order:

1. Intern's synthesis reflection
2. Executive research summary prepared for the NEISD
3. The signed "Supervising Principal Expectations" form
4. The completed pre- and post- self-assessments
5. Evaluation of the intern by the site supervisor
6. Activity Logs
7. Individual reflections
8. Research proposal

Portfolio Due Date

Interns will turn in the digital portfolio no later than **May 4, 2016**, or on the day of your exit site visit, whichever occurs last.

Four Dimensions of the Practicum

The digital portfolio be produced through the engagement with four dimensions:

- (a) Shadowing and observation
- (b) NEISD project
- (c) Administrative activities
- (d) Continual reflection

Each of these dimensions provide the intern with opportunities to experience practices of educational leadership. Time spent engaged in these four dimensions will be recorded in the activity logs to ensure that each intern completes the 160 hour requirement.

Below is a chart that offers **examples** of activities the student could engage in for each dimension. Each intern is required to seek out opportunities at their location that will allow them to participate in meaningful practices of educational leadership. In addition to the chart below the instructor has listed a few **required** activities such as, the reflections documentation and items related to the NEISD project. Finally we have included a list of additional example activities.

Instructor's required activities:

1. Review your school's Crisis Plan with either your principal or assistant principal and participate in a Crisis Management Committee meeting.
2. Participate in at least one Campus Improvement Committee (CIC) meeting.
3. Assist in planning and presenting one meeting for your school's First Year Teacher Mentoring Program OR assist in planning and presenting one meeting for a campus parent/community event.
4. Prepare a professional resume
5. Shadow the principal and assistant principal for an entire school day separately
6. Develop a presentation for the Executive leadership of NEISD to communicate findings and suggestions for practice.
7. Keep a journal to record reflections about each shadow/observation experience. Utilize this journal to generate a synthesis reflection paper.
8. Examine the school master schedule, consult with the principal or assistant principal responsible for the master schedule, and make recommendations for improvement

Shadow and Observation	NEISD Project	Administrative Activities	Reflection
Shadow the principal and assistant principal for an entire school day separately	Meet with the leadership team and teacher leaders to discuss your groups specific area of study	Prepare a professional resume	Keep a journal to record reflections about each shadow/ observation experience.
Attend/observe a campus leadership meeting	Review research regarding the area of study and if possible present your review at a faculty meeting	Interview a board member or a member of the executive leadership team	Engage in a class discussion to compare intern experiences
Participate/observe one community non-school activity	Work with NEISD research department to make a plan for the collection of data	Review your school's crisis management plan and attend a meeting of the crisis management team.	Respond to specific reflection prompts provided by the instructor
Observe other teachers classroom and engage in learning walks as guided by appraisal criteria	Engage in data collection procedures outlined in the research proposal.	Assist in your campuses 1 st year teacher mentoring program.	Create an auto-ethnography that ties your own educational experiences to your professional experiences.
Observe a department or grade level meeting other than your own	Analyze data as outlined in the research proposal	Participate in current campus programs and interventions designed to increase community/parent involvement or student achievement	Develop a digital story that reflects the most powerful experiences of the practicum
Observe school leader's participation in a Campus Improvement Committee meeting	Develop a presentation for the Executive leadership of NEISD to communicate findings and suggestions for practice.	Examine the site budget summarize the principal's method of bookkeeping to insure that the budget is adequately maintained.	Write a synthesis reflection paper that analyzes and organizes your various reflections generated during the practicum.
Observe the Principal or Family Specialist (if a Title 1 campus) meetings with parent or community groups			

On Campus Instructor Visits

The instructor will visit the each intern 3 times over the course of the practicum. Each meeting /observation will last at least 45 minutes. In the first meeting the instructor, intern and supervising principal will discuss and sign the Supervising Principal Expectations form.

Assessment

The student will be assessed according to three criteria:

- a) Successful completion of all required activities.
- b) In class participation and preparedness for discussion.
- c) Professional appearance and quality of submitted papers/presentations.

These criteria will be assessed developmentally; each assignment will build upon the other. Students will receive feedback informally and formally throughout the semester.

Grade Scale (for Course Grade):

A = 90– 100

B = 80 – 89.99

C = 70 – 79.99

D = 60 – 69.99

F = 59.99 or below

Other Information/Policies:

Preparing for Class: Prior to class you must have completed all journal assignments, research work and assigned readings. Our meetings are meant to provide a space for sharing thoughts, feelings, consternations and successes. The assignments will act as a bridge from each individual's experience.

Writing Style: All written work for this course and all doctoral courses must conform to the American Psychological Association Style Manual (2009), 6th Edition.

Attendance policy: Attendance at all four meetings is expected.

Make-up Work/ Late Assignments: Please contact the professor immediately if you believe you cannot complete the assignment by the due date.

ACCOMMODATIONS

Students with disabilities must be registered with UTSA Student Disability Services (MS 3.01.16, 210-458-4157) in order to receive support services. If accommodations related to a disability are required, students should make an appointment with the instructor to discuss his/her needs. For more information, see: <http://www.utsa.edu/disability/>

AUDIO TAPING POLICY

It is impermissible to tape class sessions unless students have a registered disability with the UTSA Office of Disability Services (see above).

ELECTRONIC DEVICES

Use them if you it helps you engage in the classwork.

UNIVERSITY POLICY ON STUDENT CLASSROOM CONDUCT

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct. Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

POLICY ON CHEATING

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook, pages IV-31ivi). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: <http://www.utsa.edu/infoguide/appendices/b.html>

State and National Standards

State competencies

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
- * "School Community" includes students, staff, parents/caregivers, and community members – all stakeholders!

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.



The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.

- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

National

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Suggested Activities

- Identify each of the social service agencies that the school administration and counseling department has worked with during the previous six months (make note of the mailing, phone number, e-mail addresses, and contact person). Interview a case worker from one of the identified social service agencies in Objective 4.1. The focus of the interview will be the caseworker's view of how things can be improved to serve students at the school and the type of issues (which could impact their learning) students experience at the school.
- Interview a board member and either the superintendent or deputy superintendent to discuss the role of the school board and the importance of the relationship between the school board and the leadership team in the district.
- Interview two key (non-educational) community leaders to assess how they view the school and determine how the community can work with the school. Prepare a presentation for leadership team conveying the views of the community leaders
- Assess one department or grade level's faculty and determine what are the strengths of each faculty member, (e.g., classroom management, student engagement, checking for understanding, differentiated instruction, working with at-risk students, LEP strategies, etc.).
- Interview someone in the Human Resources Department to find out what is the hiring process for administrators and teachers. Also, find out what is the process and requirements for removing an ineffective teacher and what preventive steps are in place to minimize this occurrence in your school district.
- Analyze one specific area of the curriculum within their school. This analysis will include student achievement scores, teacher perspectives and student perspectives. Make recommendations for improvement of the curriculum designed to improve student outcomes.
- Review the school effectiveness literature and identify 10 characteristics of effective schools along with appropriate citations. Then analyze the campus based on the 10 identified characteristics of effective schools. Create a presentation of your findings for the leadership team or faculty and include recommendations to meet effectiveness standards.

- Assess the current climate and culture currently in place at their school site using SurveyMonkey.com. The assessment will include input from at least two of the following groups: teachers, parents, staff, and administration. The assessments will include a quantitative and qualitative aspect. Create a presentation to communicate your findings to the leadership team.
- Evaluate the staff development program in their school. It will be assessed for meeting the needs of the faculty, students, and staff. It will also be assessed in terms of its systematic addressing of school needs, democratic involvement in development, and strengths and weaknesses. Then, if possible, plan, conduct, and evaluate a campus based professional development workshop related to substantive educational issue. The workshop should be substantive and include learning objectives, materials, and evaluation instrument.
- Interview the following people and submit a presentation that synthesizes the conversations regarding perceptions of what needs to happen at the school for it to become better: school custodian; school secretary; school nurse school kitchen worker; A paraprofessional (i.e., teacher's aide).
- Review your campus' most recent Star Chart report (<https://www.txstarchart.org/>). Elaborate the recommendations from the report and how you as an instructional leader would implement these recommendations.
- analyze the discipline referrals of an entire grade level (elementary) or department (secondary). Data is available from the PEIMS coordinator. Present the data by function code, date, ethnicity, gender, disability, etc.
- With the permission of administrator, participate in one discipline hearing in which the parent, student, teacher, and an administrator are present.



University of Texas, San Antonio

EDU 6223

Learning in a Culturally and Linguistically Diverse Society

Fall 2016 - Wednesday 5:00 – 8:55

NEISD Main Office Bldg Rm 313.04

Encarnación Garza, Jr., Instructor

Office Hours: by Appointment

Email: encarnacion.garza@utsa.edu

Course Goals:

1. To gain an increased understanding of the effects of culture and language on educational settings.
2. To gain an increased understanding of how school leaders can create schools that equally benefit all children, no matter their race, ethnicity, nationality or language.
3. To provide practicing and potential educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs, including alternative educational delivery systems.

General Orientation of the Class:

Students will review current educational practices and policies related to culturally and linguistically diverse groups. Students will review relevant scholarly literature to analyze and reflect on the impact of diverse ethnic and language populations in schools.

Class will be meet from 5:00 to 8:55pm every Wednesday beginning August 24, 2016 and ending September 21, 2016. There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all children succeed--will be invited to interact with the class.

Earning Grades

Attendance: Your attendance to every class meeting is critical.

1 absence = Minus one letter grade off final grade • 2 absences = Minus three letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

Punctuality: Students are expected to be on time for class. Failure to comply with this expectation will be reflected in your attendance grade.

Class participation: Student participation in the discussions must reflect your understanding of the assigned readings. Interactive participation is essential for learning and should be relevant to the topic of discussion. Being absent affects this part of student's grade using the same grading schedule for attendance.

Becoming a Principal – Why? (10%) - Students will write a 2-3 page narrative to explain why they decided to apply to participate in the NEISD/UTSA principalship preparation program and why they want to become principals. (Due August 30, 2016, 11:59pm – Posted on Blackboard)

Online reflection of books: (15%): Students, will post a reflection on Blackboard and respond to one other student's reflection of their choice. (Valenzuela due Sept. 17, 2016, 11:59pm – Ladson-Billings due September 24, 2016, 11:59pm)

Student led discussion readings: (15%) - Groups will be assigned to lead discussions of readings (see Appendix B for assignments). Discussion leaders will be expected to effectively engage all students in critical understanding of the assigned readings (see Appendix C for guidelines). All students will read the assigned chapters/articles and be prepared to participate in the discussion based on readings. These discussions should come from a critical perspective. (Do not just repeat the information--- students must synthesize and question the findings and information in the readings).

Autoethnography: (35%) - All students will write their personal, professional and transformational autoethnography (see Appendix D for guidelines). (Due September 18, 2016 - Posted on Blackboard)

Online reactions to Videos, responses to each other, and follow-up class participation (20%): Students, will view assigned videos on Blackboard each week and each student will post a reaction and respond to two other student's reactions. (See Appendix E for response assignments)

Course Reflection Paper: (5%) - Students must submit a 1 to 2-page reflection of their overall experience of the course; (Due September 23, 2016, 11:59pm- Posted on Blackboard)

Assignments must be submitted on due date. Failure to submit the assignment on time will affect your grade by 25% for each day late.

Required Texts: The books are arranged in the order they will be assigned for reading.

Valenzuela, A. (1999). *Subtractive Schooling, U. S. Mexican Youth and the Politics of Caring*. Albany New York: State University of New York. ISBN 0791443221

Ladson-Billings, G. (2009). *The Dreamkeepers, Successful Teachers of African American Students*. San Francisco, CA: Jossey-Bass Inc. ISBN: 978-0-470-40815-5

Blackboard

All students enrolled in the course will have access to relevant course information through Blackboard. This is intended to serve as a tool for students to access course-related materials and to upload assignments. It is the student's responsibility to access this system for required documents and assignments. The instructor reserves the right to add or delete the content as necessary.

Email and Blackboard – I will use Blackboard as my format for posting messages to the class and keeping the calendar current. Check it often, especially a day or so before class so that you will be aware of anything that I have added relevant to an upcoming class.

Disability Services

Any student with special needs whose presence in the classroom requires the modification of the course presentation or requirements must register with Disability Services located in MS 2.03.18. Eligibility information may be accessed on-line at <http://www.utsa.edu/disability/students.htm> or by phone at (210) 458-4157.

The University of Texas at San Antonio Academic Honor Code

www.utsa.edu/about/creed

www.utsa.edu/about/creed/honorcode.html

Course Outline

(1) Wednesday, August 24th

Introductions

Expectations: Students and Instructor

Discussion of syllabus

Readings and discussion:

- Garza, E. (2008). Autoethnography of a first time superintendent: Political and social factors that impact leadership for social justice. *Journal of Latinos in Education* 7(2), 163-176.
- Marshall, C. & Ward, M. (2004) "'Yes, but . . .': Education Leaders Discuss Social Justice" *Journal of School Leadership* Volume 14—September 2004.
- Garza, E. (2004). Social Justice Is an Attitude: Response to: "'Yes, but . . .': Education Leaders Discuss Social Justice" *Journal of School Leadership* Volume 14—September 2004.

Class assignment on Blackboard: View video Lemon Grove Incident and post initial individual reaction by Saturday (4:00pm) August 27th. Respond to two other students' initial comments by Monday (11:59pm), January 29th.

Assignment due: Post on Blackboard no later than August 30, 2016, 11:59pm

- **Becoming a Principal – Why?**

(2) Wednesday, August 31st

Review and reflection

Discussion of Video Lemon Grove Incident

Discussion of Becoming a Principal

Group #1 Article 1 - Discussion leaders

Readings and discussion:

- Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education* Vol. 8, No. 1, March 2005, pp. 69–91.

Group #1 Book - Discussion leaders

- Valenzuela, A. (1999). *Subtractive Schooling, U. S. Mexican Youth and the Politics of Caring.* Chapters 1-4

Class assignment on Blackboard: View video Roses in the Concrete and post initial individual reaction by Saturday (4:00pm) September 3rd. Respond to two other students' initial comments by Monday (11:59pm), September 5th.

(3) Wednesday, September 7th

Review and reflection

Discussion of Video Roses in the Concrete

Group #2 Article 2 - Discussion leaders

Readings and discussion:

- Garcia, S. and Guerra, P. (2004). *Deconstructing deficit thinking: Working With Educators to Create More Equitable Learning Environments.* Education and Urban Society, Vol. 36 No. 2, February 2004 150-168.

Group #2 Book - Discussion leaders

- Valenzuela, A. (1999). *Subtractive Schooling, U. S. Mexican Youth and the Politics of Caring.* Chapters 5-7 and Epilogue.

Class assignment on Blackboard: View video Blue Eyed and post initial individual reaction by Saturday (4:00pm), September 10th. Respond to two other students' initial comments by Monday (11:59pm), September 12th.

(4) Wednesday, September 14th

Review and reflection

Discussion of Video **Blue Eyed**

Group #3 Articles 3 & 4 - Discussion leaders

Readings and discussion:

- Delpit, L. & Dowdy, J. K. (Eds.) (2002). Introduction by Delpit in The Skin We Speak. New York, NY: New York Press. pp. xv-xviii.
- Ladson-Billings, G. (2006). *From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools*. EDUCATIONAL RESEARCHER 35: 3 DOI: 10.3102/0013189X035007003

Group #3 Book - Discussion leaders

- Ladson-Billings, G. (1994). *The Dreamkeepers, Successful Teachers of African American Students*. Chapters 1-4.

Class assignment on Blackboard: View video Fear and Learning and post initial individual reaction by Saturday (4:00pm), September 17th. Respond to two other students' initial comments by Monday (11:59pm), September 19th

Class assignment of Blackboard: Assignment due: Post Valenzuela book reflection by Saturday (4:00pm), September 17th and respond to one other student's reflection by Monday (11:59pm), September 19th

(5) Wednesday, September 21st

Review and reflection

Discussion of Video **Fear and Learning**

Group #4 Articles 5 & 6 - Discussion leaders

Readings and discussion:

- McIntosh, P. (1989). White Privilege: Unpacking the invisible backpack.
- hooks, b. (pp 142-150). Confronting class in the classroom. In *Critical Pedagogy Reader*, (2003) Darder, A., Baltodano, M, and Torres, R. (Eds).

Group #4 Book - Discussion leaders

- Ladson-Billings, G. (1994). *The Dreamkeepers, Successful Teachers of African American Students* – Chapters 5-7.

Class assignment of Blackboard: Assignment due: Post Ladson-Billings book reflection by Saturday (4:00pm), September 24th and respond to one other student's reflection by Monday (11:59pm), September 26th

Appendix A

Written Reflection for Book Readings

Required Guidelines

- Type a one-page book reflection (single space) using the headings below:

Introduction and Summary of Book

- What was the purpose of the book?
- Which research methods were used if any?
- What were the major concepts and or findings presented by the author(s)?

Contribution to my existing knowledge base

- What did you learn from this book?
- Did you gain new knowledge? Did the book help you extend previous knowledge?

Application to Course Content

- How do the content, findings or key concepts in the book influence the education of students in urban multicultural institutions (PK-12 or postsecondary)?

Conclusion

- Discuss your final thoughts and comments.

Appendix B
Discussion Leader Groups

Group # 1	Group #2	Group #3	Group #4
August 31st	September 7th	September 14th	September 21st
Valenzuela Ch. 1-4	Valenzuela Ch. 5-7	Ladson-Billings Ch 1-4	Ladson-Billings Ch 5-7
Ansley, Michael	Aubry, Lauren	Barrientos, Melissa	Berube, Stephanie
Bright, Amy	Falvey, Tina	Gallion, Melissa	Garcia, Marisa
Geerdes, Barbara	Imken, Jennifer	Kalanquin, Jennifer	
Article #1 - Yosso	Article #2 - Garcia & Guerra	Article #3 – Delpit Article #4 – Ladson-Billings	Article #5 - McIntosh Article #6 - hooks
Lane, Victoria	Munroe, Jeffery	Pardo, Pentyi	Potts, Robert
Roe, Krishna	Schramm, Carin	Stacy, Krista	Wills, Annette

APPENDIX C

Guidelines for Leading Discussion of Readings

Time: 1½ hours (it can be a little shorter but not longer than the time allotted)

This is a discussion, not a presentation--- please do not prepare a powerpoint presentation!!! I encourage you to be brief with your summary of the readings and spend most of your time engaging your peers in critical discussion and reflection. Use a constructivist pedagogical approach. Most of the talking should be from your peers as you facilitate the discussion.

Suggested outline for discussion activity

- Summary and analysis of key concepts
- Active engagement learning activities
- Critical analysis and discussion, questions, and comments
- Final thoughts
- Closing reflections

Appendix D

Autoethnography Guidelines

Introduction

- Organization and purpose of the paper.
- Autoethnography Methodology

Section 1: Personal ethnographic moments

- Tell your story growing up
- Family history
- School experiences
- Key moments in your life

Section 2: Professional ethnographic moments

- Work history
- How or why did you become a teacher?
- Your experiences as an educator?

Section 3: Transformational ethnographic moments

- How has this program impacted your transformation as a leader for social justice?
- What have you learned about yourself since you started this program?
- Support your transformation with class reading, discussions, etc...
- How have your personal and professional lived experiences shaped your philosophy and core beliefs?

Appendix E
Video Response Assignments

Lemon Grove Incident			
1 Ansley, Michael	Respond to ---	2 Aubry, Lauren	
2 Aubry, Lauren	Respond to ---	3 Barrientos, Melissa	
3 Barrientos, Melissa	Respond to ---	4 Berube, Stephanie	
4 Berube, Stephanie	Respond to ---	5 Bright, Amy	
5 Bright, Amy	Respond to ---	6 Falvey, Tina	
6 Falvey, Tina	Respond to ---	7 Gallion, Melissa	
7 Gallion, Melissa	Respond to ---	8 Garcia, Marisa	
8 Garcia, Marisa	Respond to ---	9 Geerdes, Barbara	
9 Geerdes, Barbara	Respond to ---	10 Imken, Jennifer	
10 Imken, Jennifer	Respond to ---	11 Kalanquin, Jennifer	
11 Kalanquin, Jennifer	Respond to ---	12 Lane, Victoria	
12 Lane, Victoria	Respond to ---	13 Munroe, Jeffery	
13 Munroe, Jeffery	Respond to ---	14 Pardo, Pentyi	
14 Pardo, Pentyi	Respond to ---	15 Potts, Robert	
15 Potts, Robert	Respond to ---	16 Roe, Krishna	
16 Roe, Krishna	Respond to ---	17 Schramm, Carin	
17 Schramm, Carin	Respond to ---	18 Stacy, Krista	
18 Stacy, Krista	Respond to ---	19 Wills, Annette	
19 Wills, Annette	Respond to ---	1 Ansley, Michael	

Roses in the concrete			
1 Ansley, Michael	Respond to ---	3 Barrientos, Melissa	
2 Aubry, Lauren	Respond to ---	4 Berube, Stephanie	
3 Barrientos, Melissa	Respond to ---	5 Bright, Amy	
4 Berube, Stephanie	Respond to ---	6 Falvey, Tina	
5 Bright, Amy	Respond to ---	7 Gallion, Melissa	
6 Falvey, Tina	Respond to ---	8 Garcia, Marisa	
7 Gallion, Melissa	Respond to ---	9 Geerdes, Barbara	
8 Garcia, Marisa	Respond to ---	10 Imken, Jennifer	
9 Geerdes, Barbara	Respond to ---	11 Kalanquin, Jennifer	
10 Imken, Jennifer	Respond to ---	12 Lane, Victoria	
11 Kalanquin, Jennifer	Respond to ---	13 Munroe, Jeffery	
12 Lane, Victoria	Respond to ---	14 Pardo, Pentyi	
13 Munroe, Jeffery	Respond to ---	15 Potts, Robert	
14 Pardo, Pentyi	Respond to ---	16 Roe, Krishna	
15 Potts, Robert	Respond to ---	17 Schramm, Carin	
16 Roe, Krishna	Respond to ---	18 Stacy, Krista	
17 Schramm, Carin	Respond to ---	19 Wills, Annette	
18 Stacy, Krista	Respond to ---	1 Ansley, Michael	
19 Wills, Annette	Respond to ---	2 Aubry, Lauren	

Appendix D Cont'd

Blue Eyed			
1 Ansley, Michael	Respond to ---	4 Berube, Stephanie	
2 Aubry, Lauren	Respond to ---	5 Bright, Amy	
3 Barrientos, Melissa	Respond to ---	6 Falvey, Tina	
4 Berube, Stephanie	Respond to ---	7 Gallion, Melissa	
5 Bright, Amy	Respond to ---	8 Garcia, Marisa	
6 Falvey, Tina	Respond to ---	9 Geerdes, Barbara	
7 Gallion, Melissa	Respond to ---	10 Imken, Jennifer	
8 Garcia, Marisa	Respond to ---	11 Kalanquin, Jennifer	
9 Geerdes, Barbara	Respond to ---	12 Lane, Victoria	
10 Imken, Jennifer	Respond to ---	13 Munroe, Jeffery	
11 Kalanquin, Jennifer	Respond to ---	14 Pardo, Pentyi	
12 Lane, Victoria	Respond to ---	15 Potts, Robert	
13 Munroe, Jeffery	Respond to ---	16 Roe, Krishna	
14 Pardo, Pentyi	Respond to ---	17 Schramm, Carin	
15 Potts, Robert	Respond to ---	18 Stacy, Krista	
16 Roe, Krishna	Respond to ---	19Wills, Annette	
17 Schramm, Carin	Respond to ---	1 Ansley, Michael	
18 Stacy, Krista	Respond to ---	2 Aubry, Lauren	
19Wills, Annette	Respond to ---	3 Barrientos, Melissa	

Fear and Learning			
1 Ansley, Michael	Respond to ---	5 Bright, Amy	
2 Aubry, Lauren	Respond to ---	6 Falvey, Tina	
3 Barrientos, Melissa	Respond to ---	7 Gallion, Melissa	
4 Berube, Stephanie	Respond to ---	8 Garcia, Marisa	
5 Bright, Amy	Respond to ---	9 Geerdes, Barbara	
6 Falvey, Tina	Respond to ---	10 Imken, Jennifer	
7 Gallion, Melissa	Respond to ---	11 Kalanquin, Jennifer	
8 Garcia, Marisa	Respond to ---	12 Lane, Victoria	
9 Geerdes, Barbara	Respond to ---	13 Munroe, Jeffery	
10 Imken, Jennifer	Respond to ---	14 Pardo, Pentyi	
11 Kalanquin, Jennifer	Respond to ---	15 Potts, Robert	
12 Lane, Victoria	Respond to ---	16 Roe, Krishna	
13 Munroe, Jeffery	Respond to ---	17 Schramm, Carin	
14 Pardo, Pentyi	Respond to ---	18 Stacy, Krista	
15 Potts, Robert	Respond to ---	19Wills, Annette	
16 Roe, Krishna	Respond to ---	1 Ansley, Michael	
17 Schramm, Carin	Respond to ---	2 Aubry, Lauren	
18 Stacy, Krista	Respond to ---	3 Barrientos, Melissa	
19Wills, Annette	Respond to ---	4 Berube, Stephanie	

Coach Perspective

- “...Coaching is a process, a set of strategies, and a way of thinking that supports the ongoing development of individuals and organizations, as they become increasingly self-directed and reflective. It is a composite of skills and strategies, maps and tools and mental models and beliefs.” (Costa and Garmston).
- Effective coaches usually are good listeners, ask good questions, build emotional connections, find common ground, build trust, and redirect destructive interactions.” (Dr. Jim Knight)

Each intern completes a self-assessment which includes an overview of the TEA Principal Standards.

Examples of High-Leverage Standards/Practices - Principal

- Implements procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making
- Uses formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
- Facilitates the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students

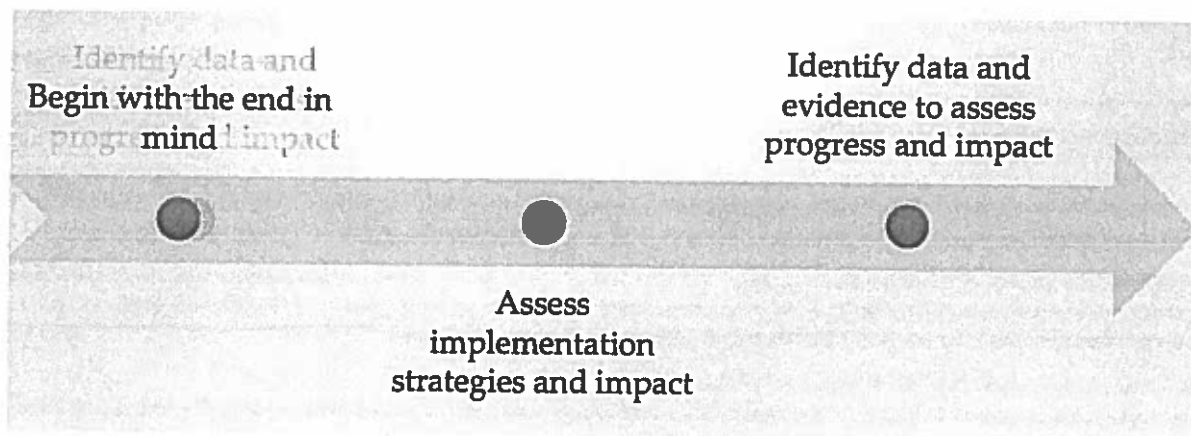
Self-Assessment

- How are the principal standards used to guide your self-assessment?
- What processes do you use to collect data and self-assess practices?
- What does your self-assessment or reflection reveal?
- How do you gather feedback from others to self-assess practices and determine subsequent actions?

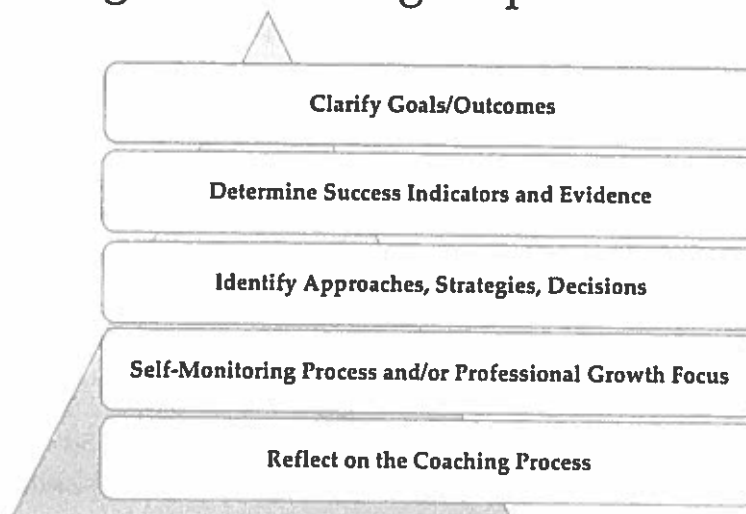
Instructional Coaching Sessions

- The purpose of the coaching conference is to discuss upcoming campus visits with a focus on:
 - the EPP intern's self-assessment,
 - specific high-impact competencies identified in the position standards,
 - the progression of performance toward these standards,
 - goal-setting and professional development

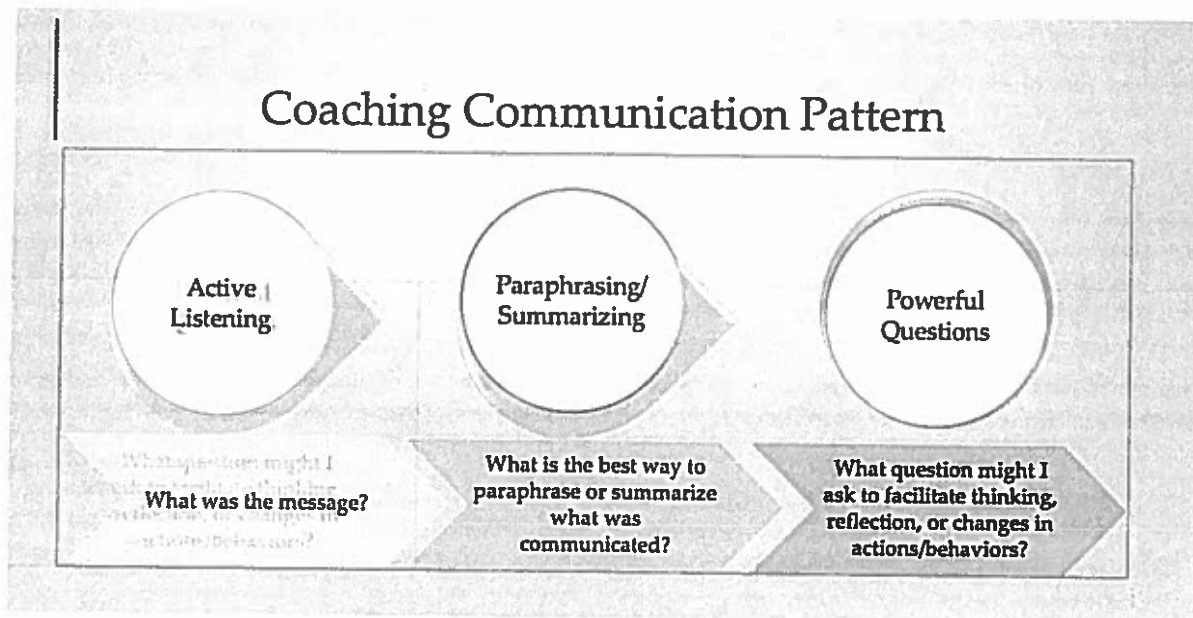
Goal Setting and Planning



Goal-Setting and Planning Map



Instructional coaching follows a pattern where the coach is actively engaged in listening and guiding the intern toward self-direction and reflection.



Reflecting

- Link to the goals in goal-setting or planning
- Analyze and compare expected versus actual results
- Reflect on implementation and impact using data and evidence
- Determine purposeful refinement of practices and future actions
- Plan and design actions for next steps

Reflecting Map

- Summarize Impressions and recall supporting data
- Analyze causal factors and cause/effect relationships
- Construct new learnings
- Commit to new application
- Reflect on the coaching process

Paraphrasing and Summarizing

Acknowledge and Clarify

Provides opportunities to validate and calibrate our understanding of emotions and content.

Summarize and Organize

Includes themes and containers that organize what was shared

Ladder of Abstraction

Shifts language to either a higher or lower logical level

Reframing and Shifting

- | | |
|--|--|
| <ul style="list-style-type: none"> • Polarized thinking - good/bad; happy/unhappy; right/wrong; perfect/complete failure • Passive to active • Negative to positive feelings • Micro to macro views - macro to micro views • Past/current to future • Future to past/current • Others to oneself - oneself to others • Liability to an asset | <ul style="list-style-type: none"> • Victimization to empowerment • Oneself to others - or "it's all about me" to "what about we" • Feeling stuck to having options • Uncertain to understanding • Unaware to aware • Not knowing to examining data • Blaming to taking ownership |
|--|--|

Elements of Powerful Questions

- Are open-ended
- Are non-judgmental
- Use positive presuppositions
- Use plural nouns
- Include tentative language
- Guide discovery and dialogue
- Invite complex thinking and reflection
- Probing, elicit ideas
- Uncover meaning
- Evoke more questions
- Explore creativity, ideas, and new possibilities
- Generate energy and forward movement in taking action
- Foster self-directed learning
- Anticipate, Clarify, Elaborate

Powerful Question Types

- Hypothetical/for instance/predictions
- Implementation/taking action/planning
- Summarizing/concluding
- Integration
- Shift perspective
- Focus attention
- Lead to insight
- Lead to possibilities and solutions

Instructional Coaching Actions and Outcomes

- Brainstorms and assists the intern in defining knowledge, skills, and responsibilities that demonstrate, practice, and deepen learning in this new role
- Assists the intern in focusing on and systematically exploring specific concerns and opportunities that are central to the standards and competencies
- Promotes active experimentation and self-discovery, where the intern applies what has been discussed and learned.
- Challenges the intern's assumptions and perspectives to provoke new ideas and find new possibilities for action
- Advocates or highlights points of view that are aligned with candidate's goals and, without attachment, engages the intern to consider them
- Coaches actions that will move the intern toward his/her stated goals
- Demonstrates follow-through by asking the intern about those actions that he/she committed to during the previous conversations
- Promotes the intern's self-discipline and holds him/her accountable for actions, for the results of an intended action, or for a specific plan with related time frames
- Develops the intern's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)
- Celebrates the intern's successes and capabilities for future growth

*Adapted From
International Coach Federation
Core Competencies
And TEA T-TESS Field Supervisor Guide
For Use by IHE - EPP*

IHE Evaluation Process and Metrics

Process: UTSA engages in a continual process of assessment and improvement. Our student learning outcomes and assessment (SLOs) are mapped to the state standards. Each semester data is collected on the SLOs described in the chart below. We assess the SLOs at both the program level and course level. For example, we evaluate if the student understands the relationship of educational leadership to equity through a specific assignment within the course EDL 5403 the principalship. At the program level we evaluate students across multiple SLOs through the rating of the capstone project. This project developed by starting in the first semester and is continued across multiple classes culminating as part of the practicum experience. We also evaluate the program in a summative form through our students' performance on the state licensure exam. Every two cycles of data collection the faculty engage in a "Use of Results" meeting where we determine future curricular and instructional actions for program improvement.

IHE Evaluation Process and Metrics

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	State Standards
Educational Equity	The student will demonstrate an understanding of the relationship of educational foundations to equity.	<p>Artifact and Instrument:</p> <p>A rubric that measures content and scholarly writing related to the relationship of educational foundations to equity will be used to evaluate the final semester paper in required course EDU 6223: Education in a Culturally and Linguistically Diverse Society.</p> <p>Criterion for Success:</p> <p>Students must earn at least a 3 on a rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions for content and scholarly writing. This criterion will be measured each Fall and Spring semester that the course is offered.</p> <p>Related Documents:</p>	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	1	1.A.1.III
				4	4
				Fall	4.A.1.I
					4.A.1.II
1		<p>Artifact and Instrument:</p> <p>A rubric that measures understanding of the relationship of educational foundations to equity will be used to evaluate student performance on the M.Ed. in K12 Educational Leadership capstone project.</p> <p>Criterion for Success:</p> <p>Students must earn at least a 3 on a capstone project rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions related to the understanding of the relationship of educational foundations to equity. This criterion will be measured each Fall and Spring semester.</p> <p>Related Documents:</p>	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Spring	
				Fall	
				Spring	

IHE Evaluation Process and Metrics

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	State Standards
Educational Leadership to Equity	The student will demonstrate an understanding of the relationship of educational leadership to equity.	Artifact and Instrument: A rubric that measures content and scholarly writing related to the relationship of educational leadership to equity will be used to evaluate the final semester paper in required course EDL 5403: The Principalsip. Criterion for Success: 1 Students must earn at least a 3 on a rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions for content and scholarly writing. This criterion will be measured each Fall and Spring semester that the course is offered. Related Documents:	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	1	1.A.i.III
				4	4
				Fall	4.A.i.I 4.A.i.II 4.A.i
				Spring	5.A.i.I 5.A.i
2		Artifact and Instrument: A rubric that measures understanding of the relationship of educational leadership to equity will be used to evaluate student performance on the M.Ed. in K12 Educational Leadership capstone project. Criterion for Success: 2 Students must earn at least a 3 on a comprehensive exam rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions related to the understanding of the relationship of educational leadership to equity. This criterion will be measured each Fall and Spring semester. Related Documents:	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	
				Spring	

IHE Evaluation Process and Metrics

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	State Standards
Professional competency	The student will demonstrate professional competency related to educational leadership.	Artifact and Instrument: A rubric that measures professional competency related to educational leadership will be used to evaluate the professional portfolio in required course EDL 6943: Practicum in Educational Administration (Internship). Criterion for Success: 1 Students must earn at least a 3 on a rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions of professional competency related to educational leadership. This criterion will be measured each Fall and Spring semester that the course is offered. Related Documents:	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	1.B.i 1.B.ii 1.B.iii
				Spring	2.B.i 2.B.ii 2.B.iii 2.B.iv
		Artifact and Instrument: Students in their last semester of coursework are required to take the Principal TEXES (Texas Examination of Educator Standards) Practice Exam. Criterion for Success: Students must earn at least a score of 85 on the Principal TEXES Practice Exam. This criterion will be measured each Fall and Spring semester. Related Documents:	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	3.B.i 3.B.ii 3.B.iii 3.B.iv
				Spring	4.B.i 4.B.ii 4.B.iii 4.B.iv 4.B.v 5.B.i 5.B.ii 5.B.iii 5.B.iv
3					

IHE Evaluation Process and Metrics

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	State Standards
Organizational leadership	The student will apply theories of organizational leadership to address problems of educational leadership.	<p>Artifact and Instrument:</p> <p>A rubric that measures content and scholarly writing related to the application of theories of educational leadership to address problems of organizational leadership of educational leadership will be used to evaluate the final semester paper in required course EDU 5003: Introduction to Educational Administration.</p> <p>Criterion for Success:</p> <p>1 Students must earn at least a 3 on a rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions for content and scholarly writing. This criterion will be measured each Fall and Spring semester that the course is offered.</p> <p>Related Documents:</p>	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	1.A.i.I 1.A.i.II 1.A.i.III 1.A.i.IV 1.A.i.V
				Spring	2.A.i.I 2.A.i.II 2.A.i.III 2.A.i.IV 2.A.i.V 2.A.i.VI 2.A.i.VII
				<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	3.A.i.I 3.A.i.II 3.A.i.III 3.A.i.IV 3.A.i.V 3.A.i.VI 3.A.i.VII 3.A.i.VIII
		<p>Artifact and Instrument:</p> <p>A rubric that measures application of theories of organizational leadership to address problems of educational leadership will be used to evaluate student performance on the M.Ed. in K12 Educational Leadership comprehensive exam.</p> <p>Criterion for Success:</p> <p>2 Students must earn at least a 3 on a comprehensive exam rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions related to the application of theories of organizational leadership to address problems of educational leadership to equity. This criterion will be measured each Fall and Spring semester.</p> <p>Related Documents:</p>		Spring	4.A.i.I 4.A.i.II 4.A.i.III 4.A.i.IV 4.A.i.V 5.A.i.I 5.A.i.II 5.A.i.III 5.A.i.IV 5.A.i.V

IHE Evaluation Process and Metrics

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	State Standards
Research	The student will demonstrate an ability to analyze and incorporate research into the field of educational leadership.	Artifact and Instrument: A rubric that measures scholarly writing related to the ability to analyze and incorporate research into the field of educational leadership will be used to evaluate the final semester paper in required course EDU 5003: Research Methods.	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	1.A.1
		1 Criterion for Success: Students must earn at least a 3 on a rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions for scholarly writing, use of citations, and APA style. This criterion will be measured each Fall and Spring semester that the course is offered.		Spring	
		Related Documents:	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	Fall	
		Artifact and Instrument: A rubric that measures the ability to analyze and incorporate research into the field of educational leadership will be used to evaluate student performance on the M.Ed. in K12 Educational Leadership comprehensive exam.		Spring	
		2 Criterion for Success: Students must earn at least a 3 on a comprehensive exam rubric scale of 1-4 (with 4 being the highest score) on the rubric dimensions related to the ability to analyze and incorporate research into the field of educational leadership. This criterion will be measured each Fall and Spring semester.			
Related Documents:					
5					